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EDUCATIONAL RESOURCES INFORMATION CENTER

March 1969

Volume 4 Number 3



ERIC

research

in

education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports and current research projects in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education/Bureau of Research

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document and Project Sections by ED or EP numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance; the EP prefix identifies current Office of Education research projects.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author or investigator
Institution
Accession numbers

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IMPORTANT NOTICE

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March 1969 Volume 4 Number 3

Research in Education

ED 022 972-023 937/EP 011 457-011 482

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports and projects. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices are to be found in the How To Order ERIC Products section.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

ED 013 371

Norberg, Kenneth D.

64

AA 000 223

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sacramento State Coll., Calif.
Spons Agency—USOE Bur of Research
Report No.—NDEA-VIIB-449

Pub Date—15 Apr 66
Contract—OEC-4-16-023

Note —Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.

Available from—Indiana University Press,
10th and Morton St., Bloomington, Indiana 47401 (\$2.95)

EDRS Price—MF-\$0.75 HC-\$5.24 129p.

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. The conclusion of the analysis attempted to relate some issues in perception theory to the problem of the development of a theory of iconic signs. Discussions were included on (1) the stimulus-response paradigm, (2) the psychophysical theory of perception, (3) an information theory approach, (4) nonverbal communication and pictic analysis, (5) a theory of pictorial communication and (6) perception and non-linear signs. (AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*.

Informative Abstract.

Abstractor's initials.

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number. Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

AA — North American Rockwell
AC — Adult Education
AL — Linguistics
CG — Counseling and Personnel Services
EA — Educational Administration
EC — Exceptional Children
EF — Educational Facilities
EM — Educational Media and Technology
FL — Foreign Languages, Teaching of
HE — Higher Education

JC — Junior Colleges
LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science Education
SP — Teacher Education
TE — Teaching of English
UD — Disadvantaged
VT — Vocational and Technical Education

ED 022 972 24 AA 000 315

Broderick, Carlfred B. * And Others
The Individual, Society and SEX. Background Readings for Sex Educators.

Sex Information and Education Council of United States, New York, N.Y.
Bureau No-BR-7-0294
Pub Date [May 69]

Contract-OEC-1-7-070294-1594

Note-215p; This document was previously announced as ED 020 448 in the December 1968 Issue of Research in Education

EDRS Price MF-\$1.00 HC-\$10.85

Descriptors-Agency Role, Behavior Standards, *Course Content, Course Objectives, Educational History, Instructional Materials, Interpersonal Relationship, School Role, *Sex (Characteristics), Sex Differences, *Sex Education, Social Development, Social Values, Student Characteristics, Teacher Role, *Teaching Methods, Textbooks

This book is designed as a text primarily for college students preparing to teach sex education or "education in the nature of human sexuality and the relations between the sexes" in elementary and secondary schools. An attempt is made by the 13 writers, most of them sociologists or psychologists, to distinguish between the knowledge which the teacher transmits to his students and the knowledge which he himself needs in order to do it. The first 5 chapters concentrate on some of the pedagogical peculiarities which characterize teaching in the area of sex. "Trends in Sex Education" reviews the movement to introduce it into the school curriculum and surveys the current scene. The "how" and "what" of sex education are dealt with in "One Approach to the Age Placement of Concepts and Materials." The students' own stages of lifelong human growth are the focus of "Normal Sociosexual Development." "Some Social and Psychological Aspects of Sex" distinguishes between the roles of teacher and counselor, and "Sex Education in the Community" discusses the role of agencies other than schools. Chapter 6 on masturbation and 7, 8, and 9 on premarital sex standards and interpersonal relationships attempt to provide both information and guidance. Broader sociological aspects are covered in the last 3 chapters: "Sex in the Culture of Poverty," "Changing Concepts of Masculinity and Femininity," and the "Impact of Culture and Values." Lists of references and suggested readings follow most of the chapters. The book will be published in May 1969 by John Hopkins Press, Baltimore, Md. 21218, in paperback and hard cover. (JS)

ED 022 973 Farr, Roger Summers, Edward G.

Guide to Tests and Measuring Instruments for Reading.

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date Dec 68

Note-97p.

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors-*Group Norms, Group Tests, Individual Tests, Reading Comprehension, Reading Diagnosis, Reading Level, *Reading Readiness Tests, *Reading Research, Reading Skills, Reading Speed, *Reading Tests, Test Construction, *Test Selection, Word Recognition

This two-part guide was designed to serve as a comprehensive source of information on published reading tests. Part I provides the following descriptive information about each test: (1) the name as listed on the front cover of the test booklet, (2) the publisher's suggested grade or age level for test use, (3) the type of test-individual or group, (4) norming data-population, descriptive information, and extensiveness, (5) subtest names as indicated in the test booklet, (6) the number of available forms, (7) the original publication date, (8) the revision date, (9) the authors, (10) the publisher, and (11) the time needed for giving directions and administering the tests. Part II provides an index to research articles which have reported use of the tests described in Part I. These research references are taken from reading research reported in six ERIC/CRIER basic references and are indicated by ERIC/CRIER document numbers. The names and addresses of the 45 participating publishers are included. (WB)

ED 022 974 AA 000 317

Christensen, Albert C. And Others
The Functional Allocation of the Superintendent's Time.

Columbia Univ., New York. Inst. of Administrative Research.
Pub Date May 67

Note-5p.

Journal Cit-IAR-Research Bulletin; v7 n3 p5-7 May 1967

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors-Policy Formation, School Community Relationship, School Districts, *School Size, *School Superintendents, *Superintendent Role, *Task Analysis, *Time

The amount of time a school superintendent spends in the various functions of his job is studied. The data used were those collected by Robert Utter and Gordon Anderson in 76 school districts in the Metropolitan School Study Coun-

cil and the Associated Public School Systems during 1964-65. Included were school systems ranging in size from 975 to 91,219 pupils. A questionnaire elicited information from superintendents on the allocation of their time among various functions and among various classes of recipients of their services. It was found that as a school district increases in size the average superintendent spends more time in general policy development and school-community relations, and less time in staff-personnel administration and procurement of materials. (HW)

ED 022 975 24 AA 000 318

Survey and Analyses of Results from Title I Funding for Compensatory Education. Final Report. General Electric Co., Washington, D.C. TEMPO. Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-FR-67TMP-115

Bureau No-BR-7-0979

Pub Date 1 Mar 68

Contract-OEC-05-67-55

Note-227p.

EDRS Price MF-\$1.00 HC-\$11.45

Descriptors-Academic Performance, *Achievement Rating, Achievement Tests, Community Characteristics, *Comparative Analysis, *Compensatory Education Programs, Data Analysis, Economically Disadvantaged, Educational Finance, Educationally Disadvantaged, Elementary Grades, Environmental Influences, *Federal Aid, *Program Evaluation, Secondary Grades, Student Characteristics, Surveys

Identifiers-*ESEA Title I Programs

The aim of the study was to provide the Department of Health, Education, and Welfare with evidence as to the productivity of compensatory education (CE) programs for disadvantaged children, particularly the effects of Title I of the Elementary and Secondary Act of 1965 during its first year and a half. Data were collected on pupil performance and exposure to CE in 11 school districts (132 schools); in addition to achievement test scores for 1965-66 and 1966-67, information was gathered on the characteristics of the pupils, their schools, and their communities. Results indicated: (1) a slight decline in average pupil achievement level in the sample schools; (2) a slight improvement in achievement of pupils at the lowest achievement levels in their respective grades; and (3) considerable variation in changes in achievement among school districts. Preliminary results suggested that the amount of improvement was related to level of Title I expenditures. The overall study provided evidence that more specific studies were needed to properly evaluate the effects of Title I. Appen-

discs contain technical discussions as well as supporting material for the main text. (JAM)

ED 022 976 AC 000 124

Harrell, Thomas W.

Personality Differences in Discussion Group Behavior.

Stanford Univ., Calif. Graduate School of Business.

Report No-TR-11

Pub Date Aug 66

Note-38p.

Available from-Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151 (AD-637-254, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors-Attitudes, Behavior Rating Scales, *Discussion Groups, *Leadership, Observation, Participant Involvement, Participant Satisfaction, Peer Relationship, Personality, Psychological Tests, Questionnaires, Research, *Self Directed Groups, *Sociometric Techniques

A n experiment explored possible personality differences between sociometric techniques following small group discussions. Such differences could predict emergence of leadership behavior in initially leaderless discussion groups. Participating in assigned groups of four or five were 269 Master of Business Administration students and 65 business executives. Discussion sessions lasted a maximum of 30 minutes. Students and research assistants observed the groups and assessed specified behavior. A sociometric questionnaire was used after the session, group members ranking each other on amount of participation, guidance of discussion, best ideas, leadership, and popularity. A six hour battery of psychological tests was given. Statistical analysis indicated a significant relationship of personality, interest, attitude, and the amount of participation to sociometric choices. The shortness of the discussions may have decreased reliability and predictability of behavior. (ja)

ED 022 977 AC 000 485

Peterson, Floyd E. Lane, Norman E.

The Relationship of College Major to Success in Naval Aviation Training.

Naval Aerospace Medical Inst., Pensacola, Fla.

Report No-NAMI-958; R-47

Pub Date Apr 66

Note-11p.

Available from-Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151 (AD-634-610, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors-Achievement, *College Graduates, *College Majors, Failure Factors, *Flight Training, *Military Personnel, Personnel Selection, *Prediction

This study investigated college major (CM) of cadets as a possible predictor of success in naval aviation training. Each of 1,245 pilot trainees who had been successful student aviators but failed to become aviators was placed into one of ten categories according to his CM. For each of the categories, arithmetic means of all primary selection test scores and course grades in U.S. Naval School, Pre-Flight were obtained. By use of a pseudo-variable technique in which each category is treated as if it were a separate dichotomous variable, correlation coefficients were computed between the CM categories and the primary selection test scores, Pre-Flight course grades, and the three criteria of failure-attrition for reasons other than medical, voluntary withdrawals, and flight failures. The extent to which the inclusion of CM categories contributed to the multiple prediction of success in flight training was examined by the Wherry-Doolittle Technique. The inclusion of the CM categories both as primary and secondary variables significantly increased the multiple prediction of success/failure in naval aviation training. (author/rt)

ED 022 978 AC 000 532

Burkett, J. E., Ed. Ruggiers, Paul G., Ed.

Bachelor of Liberal Studies: Development of a Curriculum at the University of Oklahoma.

Center for the Study of Liberal Education for Adults, Brookline, Mass.

Pub Date 65

Note-118p.

Available from-Syracuse University Press, Box 8, University Station, Syracuse, N.Y. 13210 (\$2.00).

Document Not Available from EDRS.

Descriptors-*Adult Students, Area Studies, Bibliographies, Curriculum Development, Flexible Scheduling, *General Education, *Higher Education, Humanities, Independent Study, Natural Sciences, *Part Time Students, Seminars, Social Sciences, *Special Degree Programs, Statistical Data, Student Evaluation Identifiers-*University of Oklahoma

A program leading to the Bachelor of Liberal Studies (BLS) for adult, part-time students was conceived and implemented at the University of Oklahoma between 1957 and 1965. The program is designed to surmount difficulties posed by rigid course and residence requirements, scheduling, and undergraduate-oriented instruction. By giving special entrance examinations, holding brief, highly concentrated seminars, furnishing individual reading lists, consultations, and further examinations, and organizing content around "central learnings which bear on the central problems of the twentieth century," instructors can engage the interest of adults and satisfactorily evaluate their progress. Independent study in the three broad areas--humanities, natural sciences, and social sciences--is followed by interarea studies directed toward an interdisciplinary view of particular problems and questions. All BLS candidates must complete four independent study courses and four seminars, but each candidate can complete his total program at the pace that best suits his own previous education, academic capability, and time available for study. (Conclusions and implications are discussed. The document includes typical schedules and seminar topics, reading lists, enrollment statistics, five tables, and a bibliography.) (ly)

ED 022 979 AC 000 625

Hunter, Woodrow W.

A Cross-National Appraisal of Preretirement Education.

Michigan Univ., Ann Arbor. Div. of Gerontology; Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations.

Report No-CRP-1422

Pub Date 65

Note-104p.

EDRS Price MF-\$0.50 HC-\$5.30

Descriptors-*Adult Education Programs, Attitudes, *Comparative Education, Course Content, Individual Characteristics, Motivation, Program Administration, Research, *Retirement, *Skilled Workers, Statistical Data, Teaching Methods

Identifiers-Great Britain, United States

A comparison was made of attitudes toward retirement and readiness for it among hourly-rated older automobile workers in the United States and those in Great Britain. Tables show both similarities and differences in their general characteristics, permitting tentative comparisons. Americans viewed retirement more positively, found their jobs more difficult or unpleasant, expected better retirement income, had more encouragement from employers and unions to retire early, and were more likely to receive preretirement education. (The question remains whether such education produces a positive attitude or the reverse.) Programs in the two countries were compared using a recent United States survey and by means of visits and questionnaires in Great Britain. It was concluded that American programs would benefit from broader public support to provide a variety of participants and community groups, that enrollments in both countries are small and tend to come shortly before retirement, and that more experimentation with course content and methodology is needed. (ly)

ED 022 980 AC 000 806

Mason, Wendell Dean

The Effect of a Group Discussion Program in a Home for the Aged on the Behavior Patterns of the Participants.

Indiana Univ., Bloomington.

Pub Date 64

Note-250p.; Ed. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 65-2382, MF \$3.25, Xerography \$11.25).

Document Not Available from EDRS.

Descriptors-*Behavior Patterns, Diaries, Doctoral Theses, *Group Discussion, *Institutionalized (Persons), Leisure Time, *Older Adults, *Participant Characteristics, Personal Adjustment, Personal Growth, Questionnaires, Research, Self Evaluation

The effect of a group discussion program on the behavior patterns of aged participants was studied in the Indiana Masonic Home. The training program (18 one-hour sessions for six weeks), involved 44 residents (in two groups), aged 60-94, in discussions of applying effective learning conditions to adult education programs in homes for the aged. Data were obtained from five sources--a participant information sheet, pre-rating and post-rating schedules completed by the staff, personal evaluation sheets, seven-day diaries and self-appraisals of personal growth in teamwork. It was found that over half the participants had been living alone and had entered the home because of health problems. Watching television, and reading newspapers, magazines, religious and historical works, and mysteries were major activities. A positive philosophy of life was expressed. The teamwork checklist showed 43% of participants noted little personal growth, 27.3% much growth, and 11.7% no growth. Results indicate that older adults can achieve meaningful learning, although no observable behavior changes emerged. Diaries proved ineffectual as evaluation devices. The thesis includes a bibliography, research review, rating scale, and definitions of techniques. (ly)

ED 022 981 AC 000 953

Niemi, John Arvo

Executive Development from Specialist to Generalist.

California Univ., Los Angeles.

Pub Date 67

Note-209p.; Ed. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 67-9894, MF \$3.00, Xerography \$9.45).

Document Not Available from EDRS.

Descriptors-Administrative Personnel, Adoption (Ideas), Age Differences, Doctoral Theses, *Engineers, *General Education, *Management Development, Motivation, Occupational Mobility, Participant Characteristics, Participation, Program Content, *Program Evaluation, Research, *University Extension Identifiers-*Engineering Executive Program

A study was made of an innovative University of California (Los Angeles) program designed to help engineering executives become executive generalists and technical managers. The purpose was to learn the degree to which program objectives were being met, effects of participation on managerial mobility, and the extent to which graduates altered their interests and activities. Participants were younger (25-35) than those in business executive programs and seemed highly motivated to make up undergraduate grade point deficiencies. Experience in interpersonal relations and study of group behavior were rated very high, but relating the engineer to society and his company to the broad environment was not. A need was seen for more business content, especially law and finance. The most immediate effect on the graduates' position was an increase in salary and prestige. The average mobility toward more responsible positions increased with number of years after graduation. There was a low adoption rate of business and quantitative decision-making tools. Despite a significant increase in informal learning activities, there was little change in professional membership and participation in community affairs. (ly)

ED 022 982 AC 001 029

Dorland, James R., Comp. Baber, Gaye M., Comp.

Public School Adult Education Program Study.

National Association for Public School Adult Education, Washington, D.C.

Pub Date 67

Note-31p.

Available from-National Association for Public School Adult Education, National Education Association, 1201 16th St., N.W. Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors-*Administrative Personnel, *Adult Educators, Elementary Education, Enrollment, Fringe Benefits, Inservice Teacher Education, *Public School Adult Education, Research, *Salaries, Secondary Education, *Statistical Data

Results of this 1965-66 study of public school adult education programs, based on responses from 338 schools in large districts (12,000 or more regularly-enrolled pupils) includes elemen-

tary, secondary, and general adult education enrollment figures, in-service training statistics, percentages of time devoted to adult education in school districts where administrative leadership is still not full time, and salary ranges and fringe benefits for teachers and administrators. Data are arranged by city, state, and enrollment stratum (100,000 or more pupils, 50,000-99,999 pupils, 25,000-49,999 pupils, or 12,000-24,999 pupils). The appendix gives response data and additional information for each enrollment stratum. Document includes 10 tables. (ly)

ED 022 983

AC 001 806

Kirchner, Corinne

Adult Interests and Education.

Pub Date 59

Note-27p.; Chapter 5 in AN OVERVIEW OF ADULT EDUCATION RESEARCH by Edmund deS. Brunner And Others.
Available from-Adult Education Association of the U.S.A., 1225 19th St., N.W., Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors-Adult Education, *Adult Learning, Age Differences, *Interests, Leisure Time, *Motivation, *Participation, Reading Habits, Reading Interests, *Research Reviews (Publications), Socioeconomic Influences, Vocational Interests

To the adult educator it is basic to know what are adult interests, how do they affect participation and learning, and how may they be aroused or changed. Strong pioneered in the formulation of an interest inventory for the study of vocational interests and Super extended the use of Strong's test to the study of leisure interests to determine the psychological role of avocational interests. Other studies support findings that the number of interests does not change with age, but the content does; the span of interests correlates with intelligence. Reading interests can be differentiated by sex, education, occupation, age, size of community, geographic environment, and time spent reading. Accessibility, rather than interest, is the major factor in determining actual reading. Research on participation has shown that though volume and content of interests do not change with age, there is a trend away from social interests to individualized ones. Studies of interests and learning have been made in college credit situations; there is a lack of comparable research in adult education because of lack of measures of ability and lack of control groups. All the studies are subject to the basic theory considerations, especially the extent to which subjective phenomena may be objectively measured and studied. (sg)

ED 022 984

AC 001 807

Newberry, John S., Jr.

Participants and Participation in Adult Education.

Pub Date 59

Note-30p.; Chapter 6 in AN OVERVIEW OF ADULT EDUCATION RESEARCH by Edmund deS. Brunner And Others.
Available from-Adult Education Association of the U.S.A., 1225 19th St., N.W., Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors-Adult Education, Group Dynamics, *Participant Characteristics, *Participation, Research Reviews (Publications)

Studies of participation in adult education have included study of characteristics of participants in particular types of programs, and sampling of a population or area to study participants in various types of adult education; most studies are purely descriptive. Because of the limited scope of this research, studies of social participation have applicability. Participation may be classified by the nature of the relationship (formal, informal), the organization or group (church, formal associations) or the type of activity (attendance, reading, visiting). Participation in formal associations has been extensively studied and includes primarily church membership and volunteer service in health and welfare agencies; research in informal participation indicates that it is more widespread than other forms. Relationship has been found between participation and such personal characteristics as occupational level, age, sex, family cycle, length of residence, and educational and cultural background. Dynamic factors in the relationship of the individual to the group have proved significant to participation. The great variability in patterns of participation in-

dicates that adult education organization and methodology must be based on careful, detailed, and continuing studies of the population to be served and of existing patterns of organization and interaction. (sg)

ED 022 985

AC 001 814

Newberry, John S., Jr.

The Community and Its Institutions in Adult Education.

Pub Date 59

Note-32p.; Chapter 13 in AN OVERVIEW OF ADULT EDUCATION RESEARCH by Edmund deS. Brunner And Others.

Available from-Adult Education Association of the U.S.A., 1225 19th St., N.W., Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors-Adult Education, *Community Coordination, *Community Development, *Community Organizations, Interagency Coordination, Research Reviews (Publications)

Since World War I, efforts have been made to coordinate the activities of community agencies involved in adult education. Two basic approaches may be identified: community organization (stressing administration) and community development (stressing process). There are comparatively few studies which deal directly with community organization for adult education; however, findings of a large number of studies of related research approaches and disciplines are significant. Three forms of organization are community institutions (schools), informal groups, and formal associations (clubs). Studies suggest that there is a lack of effective coordination of adult education; structures such as adult education councils have been short-lived or have persisted only as sponsors. The community development approach seeks to achieve coordination through action; it should involve existing organizations, in large communities perhaps tied to a series of neighborhood development problems. Further studies should be made of patterns of interorganizational communication and interaction, of leadership and leadership training, and of the progress of community action. (sg)

ED 022 986

AC 001 815

Wilder, David S.

Problems of Evaluation Research.

Pub Date 59

Note-31p.; Chapter 14 in AN OVERVIEW OF ADULT EDUCATION RESEARCH by Edmund deS. Brunner And Others.

Available from-Adult Education Association of the U.S.A., 1225 19th St., N.W., Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors-Adult Dropouts, *Adult Education, Attendance, Community Education, Educational Objectives, Health Education, Parent Education, Participation, *Program Evaluation, Race Relations, Research Design, *Research Methodology, *Research Reviews (Publications), Teaching Methods

In adult education, evaluation at the program level is the area in which most evaluation research has been done; the program is the independent variable and goals and effects, the dependent variable. However, other things such as teaching and administration can be considered as aspects of the whole; related research on attendance, participation, and dropouts may be an integral part. Testing of adults has been done extensively in methods studies because the explicit goal was learning; in evaluation studies of whole programs it is not possible to evaluate as precisely as with specific methods. Studies have been made of programs of parent education, race relations, cancer education, and a community-wide (Cincinnati) information campaign about the United Nations. These studies show that evaluation research must be conceptualized in terms of the experimental model; reliable measurement techniques and instruments must be used (some borrowed from the fields of psychology, sociology, and anthropology); after-only design may be adequate with clear-cut dependent variables but before-and-after design is more rigorous; and problems of analysis and interpretation of data (such as the proper way to show net change) should be anticipated before they are undertaken. (sg)

ED 022 987

AC 002 052

Lancaster, Josephas Jackson

The Agricultural Extension Service Community Development Program in Georgia.

Cornell Univ., Ithaca, N.Y.

Pub Date 59

Note-176p.; Ed. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 60-607, MF \$2.50, Xerography \$8.20).

Document Not Available from EDRS.

Descriptors-Clubs, Community Characteristics, *Community Development, *Community Leaders, Doctoral Theses, *Participant Characteristics, Research, *Rural Extension, Southern States, Teaching Methods

Identifiers-Georgia

The Georgia Community Development Program is a medium of agricultural extension teaching involving community improvement. The chief difference between the Georgia program and those in other Southeastern states appeared to be in the areas of sponsorship and awards schemes. A survey of recognized leaders in 16 rural communities in the Atlanta and Chattahoochee program areas indicated a number of differences between currently active and inactive clubs. Leaders in active clubs were younger, usually male, had children, were better educated, and had been community residents for a short time. Communities having active clubs tended to have more families living within their boundaries and had more adequate community facilities and services. Active clubs appeared to be more efficiently organized, utilized a greater number of committees in their project activities, and worked on a greater and more widely diversified range of projects. They had better planned and publicized meetings and used the services of more outside agencies than did inactive clubs. (author/aj)

ED 022 988

AC 002 057

Price, Randel Keith

An Analysis of Educational Needs of Arkansas Extension Agents.

Wisconsin Univ., Madison.

Pub Date 60

Note-199p.; Ph. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 60-1015, MF \$2.60, Xerography \$9.00).

Document Not Available from EDRS.

Descriptors-Doctoral Theses, *Educational Needs, *Extension Agents, *Job Tenure, Leadership, Program Planning, Questionnaires, Research, *Role Perception, *Self Evaluation

Identifiers-Arkansas

A 113-item questionnaire completed by 233 county agricultural extension agents supplied data for a study of educational interests in competency areas of understanding social systems, program planning and development, understanding human development, extension organization and administration, the educational process, communications, effective thinking, research and evaluation, and technical knowledge. Data were analyzed for tenure groupings, classifications by job responsibilities, and agent evaluation records. Competencies considered important by more than 80% were abilities to analyze the county situation, to develop one's own leadership abilities, to identify leadership in the county, to organize effective program planning committees, to involve lay people in program development, to develop a long-term extension program, to identify problems and their priorities, to conduct effective farm and home visits, to use teaching methods effectively, and an understanding of the duties and responsibilities of the extension agent at the county level. (author/aj)

ED 022 989

AC 002 067

King, Gordon A.

The Relationship of Group Structure, Task Performance, and Leadership Recognition Among Adult Basic Education Participants.

Florida State Univ., Tallahassee. Graduate School.

Note-41p.; M. S. Thesis.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors-Adult Basic Education, Conferences, Females, *Group Structure, *Identification, *Leadership, Masters Theses, Research, *Task Performance

A study investigated the relationship between group structure and leader recognition and compared task performance with group structure and leader recognition to obtain a better understanding of the adult basic education participant. Fif-

teen women were randomly assigned to three groups and each given a list of six symbols. Their task was to discover which symbol they all had in common. Participants were organized in a circle (conference) or straight line (panel). A total of 15 trials was used in each task. After each set of five trials, persons were asked to identify a group leader. In the second session the recognized leader from the panel sat with the same group in the conference, and the conference group moved to the panel situation. In the third session, the recognized leader from the panel operated in a conference group with different members. After each session right and wrong answers were recorded and leader identification ascertained. Findings indicated that group structure was a more important variable in task performance than leadership recognition; the relationship between past experience in a particular group and performance in a new group was shown to be significant. Leader recognition as a factor in the efficiency of task performance could not be substantiated with this study. (aj)

ED 022 990 AC 002 082

Huston, Harold W.

The Significance of Certain Elements of Social Change and Modernity for Adult Education Participation in Canada.

Chicago Univ., Ill. Graduate School of Education. Pub Date Jul 64

Note-84p.; M. S. Thesis.

Available from-Department of Photoduplication, The University of Chicago Library, Swift Hall, Chicago, Ill. 60637.

Document Not Available from EDRS.

Descriptors-*Adult Education, Age Groups, Family Status, Geographic Regions, Industrialization, Masters Theses, Mobility, *Participation, Population Growth, Productivity, Research, Sex Differences, *Social Change, *Socioeconomic Influences, Statistical Data, Urbanization

An attempt was made to determine relationships between certain elements of adult education participation and social change in the economic regions of Canada (Atlantic Provinces, Quebec, Ontario, Prairie Provinces, and British Columbia). The five regions were measured for participation rates, for rates of change in urbanization, population growth, industrialization, productivity, geographic mobility, standards of living, the significance of kinship, and the social structure, and for levels of development on these same variables. Static and dynamic elements of each variable pair were compared with each other as well as with participation rates. The following conclusions were reached: (1) regional participation rates appear to correlate closely with, and may be linked with, certain aspects of change toward modernity, (2) such participation would be most likely to correlate with consistent long rates of change as well as with the current rate of change and the level of development attained, and (3) regional or collective trends in participation cannot be accurately predicted from known patterns of behavior alone. (ly)

ED 022 991 AC 002 146

Stonecipher, Charles Leroy

An Analysis of the Extension Worker's Knowledge of Extension Programs.

Wisconsin Univ., Madison.

Pub Date Jun 66

Note-195p.; Ph. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 66-9972, MF \$3.00, Xerography \$8.80).

Document Not Available from EDRS.

Descriptors-*Attitudes, Curriculum, Educational Finance, *Extension Agents, Job Tenure, *Knowledge Level, Professional Services, *Rural Extension, Teaching Methods, *University Extension

Identifiers-*University of Nebraska

Forty-four employees of the General Extension Division of the Nebraska Agricultural Extension Service and 119 Agricultural Extension employees of the University of Nebraska comprised the population of this study comparing personnel's knowledge of Agricultural Extension and General Extension programs and differences in knowledge of programs according to job position and tenure. Subject content, methods and techniques, sources of finance, service activities provided, and clientele were specific aspects considered. Data were gathered from Extension

records, interviews with administrators, and through questionnaires mailed to personnel. Frequency counts and percentages present workers' responses. Some general findings were that personnel were more knowledgeable about their own programs than those of the other extension organization, personnel of neither organization knew the relative emphasis given to specific areas or greatest source of funds, personnel viewed the programs and clientele of the two organizations as similar, and knowledge of extension programs and tenure were related among General Extension administrators. (author/aj)

ED 022 992 AC 002 202

State Plan for the Adult Basic Education Program under the Adult Education Act of 1966.

Nevada State Dept. of Education, Carson City.

Pub Date 28 Apr 67

Note-28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors-*Administrative Organization, *Adult Basic Education, Educational Objectives, Educational Policy, *Federal Aid, Financial Policy, Program Planning, Qualifications, *State Programs

Identifiers-Adult Education Act of 1966, *Nevada

The Nevada State Plan for an adult basic education program provides the legal basis for qualifying for Federal funds under the Adult Education Act of 1966. The State Board of Education will administer the program as an integral part of the State System of Public School Adult and Vocational Education, but other agencies (Federal, State, municipal, and private) will be asked to cooperate. Duties and qualifications of personnel are listed. Vocational-Technical Adult advisory councils will serve at state and local levels. Detailed program proposals will be submitted by local schools and special projects, teacher training, and research will be considered. Grants to private nonprofit agencies are prohibited by law. State fiscal control and accounting procedures as well as policies and procedures for administrative review and evaluation are outlined. Services to be provided by the State Board are listed as supervision, evaluation, promotion of local programs, development of methods and materials, recruitment and orientation of qualified personnel, consultative and technical assistance in planning, and a survey of adults in need of basic education in Nevada. (rt)

ED 022 993 AC 002 258

Johnson, Eugene I.

The New Media in Public Affairs Education.

Pub Date Apr 67

Note-51p.; Prepared for the Task Force on Innovation in Public Affairs Education.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors-Adult Education, Computers, *Educational Innovation, *Electromechanical Aids, Evaluation, Health Personnel, Hospital Personnel, Institutions, *Mass Media, Networks, Organizations (Groups), Program Costs, Program Descriptions, *Public Affairs Education

This paper on innovations in public affairs education begins by enumerating some of the newer available means of communication—slow-scan television, computers, tape recordings, games and models, telephone instruction, multiple channel FM radio, libraries of tapes and slides—and discusses proposals to interconnect educational television facilities. It also describes eight programs, existing or planned, of public affairs education or paramedical training in the United States and Canada (Twin Cities Town Meeting, Great Decisions, Metroplex Assembly in St. Louis, CBC Cross-Country Checkup, a CBS news discussion in depth series, and training at Wake Forest College, the University of Wisconsin, and the University of California Medical Center in San Francisco). Finally, questions are raised as to why formal educational institutions are so little involved in the field of public affairs education, whether there is a need for a coordinated national approach to the education of the American public on public issues, and what additional educational services are necessary to transform a broadcast into an educational experience. (ly)

ED 022 994 AC 002 321

Kearney, Patricia Ann

Structural Parameters of an Autoinstructional Experiment Involving Adult Learners.

Western Reserve Univ., Cleveland, Ohio.

Pub Date Sep 66

Note-140p.; Ph. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-4611, MF \$3.00, Xerography \$6.60).

Document Not Available from EDRS.

Descriptors-*Adult Learning, Analysis of Variance, Attitudes, Correlation, Doctoral Theses, *Evaluation, *Mathematics, Participant Satisfaction, Performance, Post Testing, Pretests, *Programed Instruction, *Reference Materials, Research, Statistical Data, Statistics, Transfer of Training

A study was made of the effects of programed instruction versus the use of course objectives and reference materials on learning, transfer, and attitudes in two adult experimental groups. The subject was mathematical concepts basic to introductory statistics. Mathematical tests and attitude scales were administered before and after the experiment. Group 1 (programed instruction) learned more despite significant gains by all, but the two groups did not differ significantly on transfer or on time spent. Correlations were significant in both groups between initial scores and mathematical task attitudes, and between posttest scores and terminal attitudes toward the study of statistics. For Group 1, but not Group 2, correlations between initial task attitudes and initial performance declined during the experiment, initial attitudes toward statistics correlated strongly with pretest scores, and attitudes toward experimental treatments correlated strongly with terminal attitudes toward statistics. No significant attitude changes were found toward tasks or statistics. (author/ly)

ED 022 995 AC 002 389

Stryer, W. E.

First Degrees by Part-Time Study.

Note-9p.; Address to the annual conference of the Universities Council for Adult Education (British), March, 1968

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors-*College Credits, *Degrees (Titles), *Educational Needs, *Part Time Students, Population Trends, *Universities, Urban Areas

Identifiers-*Great Britain

Degrees granted for part-time study are minimal in Britain and have been mainly awarded by London University. A small amount of part-time degree work is also carried on by Goldsmiths' College, West Ham College of Technology, and the Universities of Manchester, Durham, and Belfast. The establishment of the National Council for Academic Awards has enabled many students to work for degrees at institutions without degree-awarding powers and part-time study has recently been incorporated into the programs. The demand for part-time study will increase with population growth, especially in the age range of 26 to 40, and with demands for higher qualifications among employees. The Open University is presently in process of creation but it is doubtful that this will satisfy the demand for higher qualifications. Part-time degree study should be provided at the great centers of urban population where a substantial program could be undertaken. (pt)

ED 022 996 AC 002 393

The National Adult Basic Education Teacher Training Program for Summer 1966. First Progress Report.

National University Extension Association, Silver Spring, Md.

Pub Date 30 Jun 66

Note-65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors-*Adult Basic Education, Budgets, College Credits, Curriculum Guides, *Inservice Teacher Education, *Institutes (Training Programs), Program Administration, Program Evaluation, Program Planning, Scheduling, *Trainers, Universities

The National University Extension Association was planning to conduct nine regional training institutes of four weeks each during August, 1966, for 1,060 teacher trainers in adult basic education programs. The institutes were to be operated under Title II B of the Economic Opportunity Act. In this first progress report, information is provided on program objectives, administration, participating universities, problems, and future plans for evaluation and follow-up study. The proposal, grant terms, and conditions for the national training program are included in the appendix. A map shows the nine regions where participating universities are located. Also included

are the core curriculum for the program, and a suggested fourweek schedule, practicum design, and design of syllabus. (pt)

ED 022 997 AC 002 476

Knoll, Joachim H. And Others
Adult Education in Western Germany.
Pub Date 68

Note-2p.

Available from-Prof. Dr. Joachim H. Knoll, Ruhr-Universitaet Bochum, Institut fuer Paedagogik, Bochum, Germany (1 and 2, each CM 14,80; 3, DM, 18.50).

Document Not Available from EDRS.

Descriptors-*Adult Education, Correspondence Courses, *Educational Change, *Educational Legislation, Educational Television, Educational Theories, Group Instruction, *Historical Reviews, Job Training, *Models, Speeches, Vocational Education

Identifiers-Bochum Model, *Germany

Here are abstracts of three books on adult education in Western Germany, where the institutions and methods of continuing education have been nearly unknown. The first, *ERWACHSENENBILDUNG IN DER BUNDESREPUBLIK (ADULT EDUCATION IN THE FEDERAL REPUBLIC)*, 167 pages, justifies regarding adult education today as a complete changeover from its forms in the Weimar Republic when adult education was independent of vocational training. The second document, *ERWACHSENENBILDUNG AM WENDEPUNKT (ADULT EDUCATION IN CRISIS)*, 150 pages, is about the Bochum Model, an unorthodox plan for future post-secondary education in Germany combining correspondence and television courses with participation in small groups. The third document, *ERWACHSENENBILDUNG-ERWACHSENENQUALIFIZIERUNG (ADULT EDUCATION-ADULT QUALIFICATION)*, 200 pages, is a compilation of statutes, speeches by politicians, and theoretical materials on adult education in West Germany. A detailed introduction describes the history there since 1945. (rt)

ED 022 998 AC 002 575

Culbertson, Millicent Kicklighter
Civil Defense Adult Education, A Case Study of an Experimental Pilot Program in Florida.

Florida State Univ., Tallahassee.

Pub Date 67

Note-198p.; Ed. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 68-345, MF \$3.00, Xerography \$9.00).

Document Not Available from EDRS.

Descriptors-*Adult Education Programs, Attitudes, *Case Studies (Education), *Civil Defense, Doctoral Theses, *Pilot Projects, *Program Effectiveness, Research

Identifiers-*Florida

A study of the development and effectiveness of the Florida Pilot Program in Civil Defense Adult Education was conducted from the viewpoint of a participant observer and from data gathered from official records. An instrument developed to gauge the extent to which the objectives of the program were achieved was sent to the 66 counties where the program had been implemented. Replies were received from 56. The Florida program was carried out in the school administrative units. Some of the implications of the success of the program at the local level were the increase of interest and action in school and community survival plans, requests by adults for the Civil Defense Adult Education Class, discussions by adults of civil defense, motivation to learn about civil defense through mass media, publicity and civil defense programs by local radio stations, community groups, and displays, emphasis on teaching civil defense at the elementary and secondary school level. Increased understanding is still needed concerning attitudes of adults toward civil defense. (author/aj)

ED 022 999 AC 002 579

Stretch, J. A.
Some Implications of the Industrial Training Act of 1964, with Particular Reference to the Engineering Industry.

Manchester Univ. (England). Inst. of Science and Tech.

Pub Date Oct 67

Note-253p.; M. S. Thesis.

Available from-Institute of Science and Technology, Sackville Street, Manchester 1, England.

Document Not Available from EDRS.

Descriptors-Apprenticeships, *Employer Attitudes, *Engineering, Financial Support, Governing Boards, Incentive Grants, *Industrial Training, *Industry, Scheduling, Statistical Data, Surveys, Trainers
Identifiers-*Great Britain, Industrial Training Act of 1964

A study was made in England to determine whether practices in industry were (or were likely to be) consistent with the objectives of the Industrial Training Act of 1964. A case study of a medium-sized engineering firm near Manchester showed that the firm was concerned with avoiding potential training expenses but not with improving the efficiency of training or the supply of trained personnel, and thus was not entitled to Engineering Industry Training Board (EITB) training grants. Visits to other firms in the Manchester area revealed similar deficiencies. The EITB grant policy itself worked against the objectives of the Act by rewarding the quantity, not the quality, of trainees. Attitudes toward training has changed only marginally in a few firms and the penalty aspect of the levy-grant system reinforced the view of training as an expense rather than an investment. However, two firms had appointed full time training officers, another firm was seeking a training officer, apprentices in two others were receiving off the job training, and three firms had training instructors. (ly)

ED 023 000 AC 002 593

Jones, Charles Irving

Factors Related to the Effectiveness of Teachers of

Short-Term Adult Vocational Courses.

Florida State Univ., Tallahassee.

Pub Date 67

Note-190p.; Ed. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 67-11,161, MF \$3.00, Xerography \$8.60).

Document Not Available from EDRS.

Descriptors-*Adult Students, *Adult Vocational Education, Behavior Change, Doctoral Theses, Educational Background, *Effective Teaching, Knowledge Level, Participant Satisfaction, Persistence, Research, *Student Characteristics, *Teacher Characteristics, Teacher Experience, Teaching Styles, Verbal Development

Data obtained from 44 vocational teachers and 519 adult students included measures of student verbal gain, manual gain, satisfaction, and persistence, and of teachers' educational level, experience teaching adults, years of trade experience, age, mental ability, subject matter knowledge, teaching style, and number of teaching techniques used. The teacher's mental ability, age, and teaching experience were not positively correlated with student satisfaction, persistence, and verbal and manual gain. Verbal and manual gain were correlated with teacher's subject knowledge. Teacher's educational level was negatively correlated with student satisfaction and years of trade experience was negatively correlated with persistence. Teaching style and number of teaching techniques used did not influence students. Student manual gain was positively correlated with verbal gain and negatively correlated with satisfaction and persistence. It was recommended that scores on skill development tests be a major criterion in the certification and selection of teachers of adult vocational courses where student verbal and manual gain are objectives. Administrators should select course objectives before selecting teachers. (aj)

ED 023 001 AC 002 606

Hunter, David E.

Research Report on Dixwell Legal Rights Association, New Haven, Connecticut, Summer, 1967.

Pub Date 67

Note-29p.

Available from-David E. Hunter, Dept. of Anthropology, Yale University, New Haven, Connecticut 06520

Document Not Available from EDRS.

Descriptors-Communication (Thought Transfer), *Disadvantaged Groups, Ghettoes, *Indigenous Personnel, Job Placement, *Job Training, Law Instruction, *Legal Aid Projects, Professional Personnel, *Program Evaluation, Public Schools, Research, Social Agencies, Social Change, Social Services

Identifiers-Dixwell Legal Rights Association, New Haven, Connecticut

A 1967 study of the Dixwell Legal Rights Association, New Haven, Connecticut, assessed the goals of the DLRA (training of legal service agency personnel and of nonprofessional neighborhood workers, legal rights education of the poor, social change) and their realization. DLRA services to clients were highly respected. Its militancy and aggressiveness had produced results unattained by other organizations, and of all the regular legal and social service agencies it was most in contact with the alienated ghetto poor. Perhaps its greatest contribution to ghetto self-help was the example of its workers—undereducated ghetto residents actively promoting their own and their neighbors' legal and human rights. A vital function was to uncover and remedy problems arising from existing institutional structures, and DLRA succeeded greatly in this area. Successes were attributed to direct Office of Economic Opportunity financing, small size, and the use of ghetto residents. Success in agency personnel training appeared to depend greatly on the home organization. (Recommendations were made on program operation and expansion and the placement of nonprofessionals.) (ly)

ED 023 002 AC 002 619

Rouls, Janalyce And Others

Training Home Economics Program Assistants to Work with Low Income Families.

Department of Agriculture, Washington, D.C. Federal Extension Service.

Pub Date Nov 65

Note-112p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors-Children, Community Resources, Evaluation Techniques, *Home Economics Education, Home Visits, Indigenous Personnel, Instructional Aids, *Low Income Groups, *Manuals, Morale, *Subprofessionals, Teaching Techniques, Training

These materials are designed to present ideas for developing a program for training nonprofessional workers to help low income families to raise their aspirations, develop pride in homemaking, improve homemaking skills, have a more satisfying home and family life, improve the health of family members, gain knowledge to help children develop, and increase understanding of the community and its resources. Guidelines are furnished on program planning and initiation, (including recruitment and staff relationships), the selection, training, and evaluation of program assistants, and teaching outlines and other teaching aids, together with a handbook for program assistants. An appendix is also included. (authors/ly)

ED 023 003 AC 002 631

Russell, George D.

Summary Report of the 1967 Annual Meetings of the Commission of Professors of Adult Education (Philadelphia, November 14-15, 1967).

Pub Date 68

Note-39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors-*Administrative Policy, *Adult Education, Adult Educators, Instructional Materials, *Professional Associations, *Professional Education

Identifiers-*Adult Education Association

Sessions of the 1967 annual meeting of the Adult Education Association (AEA) Commission of Professors of Adult Education dealt mainly with instructional methods, staff and participant recruitment, comparative adult education, proposals for a theory-building institute and a national "skill bank," simulated materials for training public school adult education administrators, graduate programs in adult education, and activities of other bodies (Education Commission of the States, American Society of Training Directors, ERIC Clearinghouse on Adult and Continuing Education, Center for the Study of Liberal Education for Adults). The Commission's role in AEA, its larger role in advancing adult education in society, and the professional development of professors of adult education were discussed in the business session. Creation of a study committee was recommended. (ly)

ED 023 004 AC 002 633

Yang, Allency H. Y.

Red and Expert: Communist China's Educational Strategies of Manpower Development.
California Univ., Berkeley.

Pub Date 65

Note-270p.; Ph. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 65-13,623, MF \$3.50, Xerography \$12.15)

Document Not Available from EDRS.

Descriptors--*Communism, *Developing Nations, Doctoral Theses, Educational Strategies, Industrialization, *Literacy Education, *Manpower Development, Research, *Technical Education, Work Study Programs

Identifiers--*China

During the Second Five Year Plan (1958-1962), the Chinese Communists expanded spare-time adult education schools to part-work, part-study Red-and-Expert universities and schools to provide ideological indoctrination and cultivate socialist citizens (Red) and to train skilled manpower for modern industry and economic development (Expert). The program was to educate a disciplined, technical citizenry capable of working in many technical areas through a combination of education and productive labor, with schools setting up their own factories and farms and factories and agricultural cooperatives establishing schools. Programs were directed by the local Party Secretary with Communist cadres. The basic flaw in the experiment was the attempt to expand schools without state expenditures and to expand the program without affecting production. Nevertheless, approximately 90,000,000 people attended literacy classes and there are now more literate peasants and workers developing the Chinese economy. (author/aj)

ED 023 005 AC 002 642
Report on the Workshop on the Use of Radio and Television in Workers' Education (Geneva, 20-30 November 1967).

International Labour Office, Geneva (Switzerland).

Report No-WED-S.7-D.13

Pub Date 68

Note-162p.

Available from-International Labour Office, Geneva, Switzerland

Document Not Available from EDRS.

Descriptors--Adult Educators, Broadcast Industry, Correspondence Study, Developed Nations, *Developing Nations, *Educational Radio, *Educational Television, Exchange Programs, Films, International Organizations, *Labor Education, Labor Unions, Material Development, Program Content, *Program Planning, Systems Approach, Technical Assistance

Identifiers--International Labour Office

The potential value of radio and television in labor education, technical aspects, information dissemination, practical measures for promoting labor education broadcasting, and additional means of promoting the production of suitable program materials were discussed at this 1967 International Labour Office (ILO) workshop of labor educators and radio and television specialists. National experiences and activities, and such other aspects as technical assistance, correspondence study, and the role of the ILO were considered, with particular reference to the labor education needs of developing nations and societies. The document includes proposed points for discussion, and appendices (workshop roster and itinerary, principal conclusions, text and list of contracting states to the agreement on the importation of educational, scientific, and cultural materials, summaries of selected lectures and presentations, and documents distributed during the workshop). (ly)

ED 023 006 AC 002 645
Report of the International Seminar on Trade Union Documentation and Research Services. (Geneva, 23 October-4 November, 1967).

International Labour Office, Geneva (Switzerland).

Report No-WED-S.6-D.28

Pub Date 68

Note-96p.

Available from-International Labour Office, Geneva, Switzerland

Document Not Available from EDRS.

Descriptors--Developed Nations, Developing Nations, *Documentation, Financial Support, International Organizations, *Labor Education, *Labor Unions, Leadership Training, Program Administration, Program Planning, *Research, Socioeconomic Influences, *Special Services

Identifiers--International Labor Office

The purpose of this international seminar was to facilitate full analysis, especially in regard to developing nations, of the role assigned to the Trade Union Research Service; its work and methods, its organization, and patterns of cooperation with trade union officers and executives responsible for programs of labor education. On the basis of its work, the seminar had the task of singling out educational requirements for the trade union organizations and examining action by the International Labor Office (ILO) to aid the development of trade union documentation and research services, past experiences in documentation and research, educational work needed to establish and run these services, and the role of the ILO in meeting relevant needs. Social and economic trends, factors affecting the structure and roles of research services, training at various levels, and the ILO Workers' Education Programme, were also considered. (Four appendices are included.) (ly)

ED 023 007 AC 002 646
Report of the Meeting of Consultants on Workers' Education (Geneva, 7-18 December 1964).

International Labour Office, Geneva (Switzerland).

Report No-MC.WE-D.7(Rev)

Pub Date 64

Note-27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors--Audiovisual Aids, Developing Nations, *Instructional Materials, International Organizations, *Labor Education, *Labor Unions, Publications, Scholarships, Specialists, Technical Assistance, *Training Techniques, *Youth

Identifiers--*International Labour Office

This 1964 meeting of consultants on labor education focused on the following: (1) a review of International Labour Office (ILO) activities, especially advisory assistance to developing nations, (2) the use of audiovisual aids and other educational materials, (3) measures to encourage young trade unionists to take a more active part in the work of their unions, and methods of training them for this work, particularly in countries where trade unions are in the process of development. Basic ILO principles and terms of reference, seminars and special projects, miscellaneous program suggestions (teaching about the ILO, educational leaves, rural education, research, cooperation with UNESCO), the use of manuals and of the bulletin "Labour Education," free circulation of teaching materials, and possible ILO action in behalf of young workers, were among the topics discussed. The consultants included trade union officers responsible for labor education, and representatives of national and international programs. (ly)

ED 023 008 AC 002 647
The Evaluation of Project ENABLE.
Simulatics Corp., Cambridge, Mass.

Spons Agency--Office of Economic Opportunity, Washington, D.C.

Report No-OEO-1272

Pub Date Jul 67

Note-272p.; Ph. D. Thesis.

Available from-Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151 (PB-176-881, MF \$.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors--Adult Dropouts, Agencies, Attendance, *Community Action, *Disadvantaged Groups, Family Life, *Group Discussion, Information Seeking, Motivation, Organizational Change, *Parent Education, Participant Characteristics, *Poverty Programs, Problem Solving, Program Evaluation, Research, Social Agencies, Social Services, Statistical Data, Urban Areas, Welfare Recipients

Identifiers--*Project ENABLE

In this evaluation study of Project ENABLE, the basic question was whether low-income parents can be reached by family life education discussion groups. The research involved about 11,600 personal interviews with parents and about 6,200 records of group attendance and service to the parents. A substantial number of low-income parents (median annual income \$3,416), almost all urban, were being reached by the groups. Participants were slightly more likely to be communicators and joiners, and less likely to be individualistic, independent, and enterprising, than nonparticipants. Most attendees were women; 22% of the parents came to six or more meetings, thus accounting for about half the total

attendance. Out of 99 items on changes in attitudes, information about resources, use of resources, and other criteria as reported by parents, 55 were statistically significant. Changes were generally not large but were meaningful and reasonably consistent. Community activities and manifestations of leadership ability also resulted. For most of the agencies and affiliates participating in the project, the experience was positive in terms of closer cooperation and identification with, and more effective service to, the poor. (Four appendices and about 140 tables are included.) (ly)

ED 023 009 AC 002 648

Yates, Jules David

Community Interaction Game.

Simulatics Corp., Cambridge, Mass.

Report No-DAHC20-67-C-0103.

Pub Date 27 Dec 67

Note-72p.

Available from-Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151 (AD-665-383, MF \$.65 HC \$3.00).

Document Not Available from EDRS.

Descriptors--Adoption (Ideas), *Civil Defense, Communication (Thought Transfer), Community Involvement, Decision Making, Diffusion, *Group Dynamics, *Interaction, Interpersonal Relationship, *Power Structure, Research, *Simulation, Stress Variables

The report describes the results of an Office of Civil Defense research study on the process of adoption and diffusion in future strategy environments. The Simulatics team was directed to "develop a human simulation experiment in the form of a game to be used as a device for gaining new insights about human behavior in crisis periods and as a training aid. The same procedure will attempt to further synthesize research findings about the nature of community power structure in implementing civil defense programs and the likely effect of heightened international crisis on the expectations, attitudes, and behavior of people." A methodology was explored for simulating such behavior--namely, a game involving participants in interactions resulting from their own actions and decisions. Part 1 of this report is a discussion of initial concepts and bases for the game. Parts 2 and 3 deal with the first basic simplification and the change of stress of the game. Part 4 is the final version. The document includes 13 charts. (USDRD/ly)

ED 023 010 AC 002 649

Dakin, William Robert

A Plan for Implementing a Program of Continuing Adult Educational Services.

Arizona State Univ., Tempe.

Pub Date 67

Note-342p.; Ed. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 67-10,862, MF \$4.40, Xerography \$15.55).

Document Not Available from EDRS.

Descriptors--*Adult Education Programs, Doctoral Theses, Educational Facilities, Financial Support, Governing Boards, *Guidelines, Instructional Staff, Noncredit Courses, Program Administration, *Program Development, *Program Planning, Research

From the analysis of the literature and the opinions of a jury of experts in adult education, 14 basic steps for implementing a program of noncredit, informal, continuing adult educational services were derived. A local governing board, appointed as sponsoring agency, appoints a Director of Adult Education to administer the program, and a lay advisory committee. These officials develop a sound philosophy and a set of program objectives, establish operating policies and procedures, and determine individual and community needs and interests and plan programs to meet them. There must be adequate financing and facilities, qualified teachers and leaders and inservice training for them, and effective publicity and information about the program. The director should establish a complete plan of administrative procedures. A continuous evaluation of the staff, program, and participants must be provided. (author/aj)

ED 023 011 AC 002 650

Taylor, Edward Bunker

Relationship between the Career Changes of Lawyers and Their Participation in Continuing Legal Education.

Nebraska Univ., Lincoln.

Pub Date 67

Note-181p; Ph.D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 67-10,682, MF \$3.00, Xerography \$8.40).

Document Not Available from EDRS.

Descriptors—Adult Development, *Adult Education, Age Differences, *Career Change, Doctoral Theses, Individual Characteristics, *Lawyers, *Participation, Research Identifiers—*Nebraska

Data for a study of the relationship between career changes of lawyers and their participation in adult education were collected from questionnaires returned by 615 members of the Nebraska Bar Association, 51 personal interviews, and studies of work histories to classify lawyers as changeable or relatively stable in their careers. Lawyers who attended the largest number of adult education activities were law school graduates, below 35 years of age, and earning \$40,000 or more per year. Most lawyers were admitted to the bar and experienced special life events between the ages of 25 and 29, and experienced career changes between 30 and 34 years of age. "Change" lawyers participated in adult education, including legal seminars, at the start of their professional careers, during changes, and when they experienced special life events. Lawyers' participation in adult education increased steadily with the length of their professional careers. Periods of job change and participation in adult education coincided significantly only during the first ten years of legal practice. The relationship between the number of lawyers who experienced special life events and their participation in adult education was most significant up to the age of 39 and between the ages of 45 and 49 years. (author/sj)

ED 023 012

AC 002 652

Whale, William Brock

Appraisal of a Process of Planning for Total Resource Development in a Wisconsin County. Wisconsin Univ., Madison.

Pub Date 66

Note-277p; Ph.D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 66-13,462, MF \$3.60, Xerography \$12.60)

Document Not Available from EDRS.

Descriptors—Citizens Councils, Community Planning, Community Resources, Decision Making, *Discussion Groups, Doctoral Theses, Educational Needs, *Evaluation, *Extension Agents, Females, Males, Participant Characteristics, *Planning Meetings, Research Identifiers—*Wisconsin

Citizens of Brown County, Wisconsin participated in planning for Total Resource Development, led by professional extension personnel who oriented study group members to planning purposes and procedures and provided resource information. Data to determine how the planning process met six conditions were obtained from questionnaires, analysis of tape records of planning meetings, group final reports, and lists of needs identified by professional personnel. Influence of professionals on group decisions was low in three groups and high in one. Most conditions were met in the two groups comprised of men, in low age, low education males, and in high age, high education females. The most extensive use of a decision-making procedure was by chairmen who had participated in the training session and who had previous experience in leading decision-making groups. Most thorough investigation of a subject matter area was conducted by group members having previous knowledge of the subject. As there was more dissimilarity than similarity between needs identified by citizen groups and those identified by professionals, both sources should identify needs from which to establish educational objectives. (author/sj)

ED 023 013

AC 002 654

Alford, Harold Judd

A History of Residential Adult Education.

Chicago Univ., Ill. Dept. of Education.

Pub Date Dec 66

Note-442p; Ph.D. Thesis.

Available from—Department of Photoduplication, The University of Chicago Library, Swift Hall, Chicago, Ill. 60637 (T13328).

Document Not Available from EDRS.

Descriptors—*Adult Education, Business, Churches, Developing Nations, Doctoral

Theses, Financial Support, Foundation Programs, *Historical Reviews, Industry, Physical Facilities, Professional Training, Research, *Residential Programs, Socioeconomic Influences, *Teaching Methods, University Extension Identifiers—Africa, Canada, Denmark, Germany, Great Britain, Israel, United States

This study traces in detail the lines of development of residential adult education, from the idea which preceded the Grundtvig-Kold Danish folk high schools to the multiplicity of forms existing today, and the social and personal forces which have helped shape its development in various cultural settings. Programs in an agrarian society, an industrial society, and an expanding society are exemplified, respectively, by the Danish movement of the nineteenth and twentieth centuries, British short-term residential colleges and antecedents in the form of Workers' Educational Association work and other activities, and the rise of the Chautauqua movement, Danebod, and such specialized American schools as the Highlander Folk School. Residential centers and programs at the University of Minnesota and the University of Florida are described, together with Kellogg Foundation undertakings at Michigan State University and elsewhere. Programs at Oxford University and in Canada, Denmark, Israel, Germany, and black Africa are reviewed, and present trends, conditions, and points of view are discussed. An appendix, 242 references, and a historical overview (1851-1951) are included. (ly)

ED 023 014

AC 002 655

Schlossberg, Nancy K.

Men-in-Transition, A Study of Adult Male Undergraduates at Wayne State University, 1967. Wayne State Univ., Detroit, Mich. Monteith Coll.

Pub Date 67

Note-47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Adult Characteristics, *Adult Counseling, *Adult Students, Age Groups, *Career Planning, Information Needs, Information Services, Learning Motivation, *Males, Mobility, Questionnaires, *Undergraduate Study Identifiers—Wayne State University

Because the bulk of professional attention to middle-age change has concentrated on women, and because there is a need for data on differences in career options and alternatives between men and women, a study focused on the process of adult development, men-in-transition and adults experiencing discontinuity. Data were collected by means of (1) a questionnaire returned by 322 of the 420 male students 35 and over enrolled as undergraduates at Wayne State University in 1967, (2) semistructured group interviews with eight men who explored the reasons for change and stresses involved, and (3) a discussion between two panels of eight men of the role of counselors and educators in working with adults. The adult male returning to college is about 40, a part-time student working for a degree, probably in liberal arts or, if not that, in education or business administration. There is a need for further study of the adult as a learner and for more comprehensive models of adult development which include provisions for self-exploration taking place all through life. Reassessment of academic requirements and bureaucratic processes to encourage rather than discourage college attendance by adults is needed. Separate adult counseling centers should be established. (The document includes 33 references, 12 tables, the questionnaire, and an occupation code.) (aj)

ED 023 015

AC 002 662

Pattison, Rose Mary, Ed.

Counseling Educationally Disadvantaged Adults. Proceedings of Institute Series.

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date 68

Note-158p.

EDRS Price MF-\$0.75 HC-\$8.00

Descriptors—*Adult Basic Education, *Adult Counseling, *Counselor Training, Economic Disadvantage, *Educationally Disadvantaged, Federal Programs, *Program Evaluation, Psychological Characteristics, Residential Programs, Role Perception

In 1967, several two-day institutes were held in Indiana for counselors of adult basic education students, and, in addition, a one-week residential institute for selected counselors who had at-

tended a spring institute. Primary emphasis was on awareness of responsibility and understanding of the under-educated adult. Situational and Q-Sort tests were used to determine participant's perception of the role of counselors of educationally disadvantaged adults. Participants entered with a high degree of skill and knowledge about adult counseling which was maintained, but not significantly increased, by the programs. Counselors' perceptions of the undereducated adult as an educable entity increased after the institute, but there was a slight decrease in the perceptions of the adult as an economic unit and as a human being. The selected group who attended the residential institute did not differ from the total group. (Document includes several resource documents—Purposes and objectives of the institute, Adult Basic Education in Indiana, Counseling the under-educated adult, The social-psychological sphere of the undereducated adult, Outline of an orientation and guidance training session for teachers and counselors of under-educated adults in selected areas of the State of Kentucky, The power of the poor, The second mile, and Summation and a look to the future.) (aj)

ED 023 016

AC 002 664

The Supply and Training of Teachers for Further Education, Report of the Standing Sub-committee on Teachers for Further Education of the National Advisory Council on the Training and Supply of Teachers.

British Dept. of Education and Science, London (England).

Pub Date 66

Note-35p.

Available from—Her Majesty's Stationery Office, London, England (2s 6d).

Document Not Available from EDRS.

Descriptors—*Adult Education, Adult Educators, Educational Facilities, Educational Needs, *In-service Education, *Professional Training, Recruitment, Released Time, Scholarships, Statistical Data, *Teacher Supply and Demand, *Vocational Education Teachers

Identifiers—Great Britain

With the aim of substantially increasing the number and proportion of trained teachers in British further education, a subcommittee of the National Advisory Council on the Training and Supply of Teachers reported on the requirements and objectives of professional training, estimated numbers of teachers needed through 1973-74, needed expansion of training facilities and opportunities, the timing of training requirements, and alternative training measures (extramural training, professional continuing education, short courses, full time and part time courses). The following steps were recommended: (1) local education authorities (LEA's) should eventually secure the professional training, on full salary, of all new entering assistant lecturers within three years of their appointment, (2) LEA's should not only pay salaries and travel expenses, but should also be allowed to make special grants to teachers whose participation in residential training would otherwise impose a hardship, (3) the requirements should be introduced in 1969 and promptly announced, and (4) efforts should be made to develop the extramural activities of colleges of education. An appendix and 19 tables are included. (ly)

ED 023 017

AC 002 665

Evaluation, Adult Education Project, Reading Techniques for Parents, 1965-1968.

Los Angeles City Schools, Calif.

Pub Date 68

Note-21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Children, Instructional Materials, *Parent Education, Parent Participation, *Phonics, Principals, *Program Evaluation, *Public School Adult Education, *Reading Instruction, Statistical Data, Teachers, Volunteers Identifiers—*Formula Phonics

During 1965-68, the Los Angeles City Schools conducted a community involvement reading program for parents, teachers, volunteer workers, and other adults interested in teaching children how to read. Twelve teacher hours of instruction were divided either into six two-hour or four three-hour segments. The reading method "Formula Phonics," is a learning theory approach to teaching, and uses an integrated word-attack system taught in a manner and setting which help remove a pupil's anxiety through his making cor-

rect responses. Comments from participants and principals indicated that (1) the project was highly effective in teaching adults the techniques of reading instruction, (2) the instructor's personality and the clear, interesting presentation of meaningful well organized materials contributed greatly to program effectiveness, (3) the brevity of the courses did not permit some participants to practice and review their findings, and (4) home instruction was the major use of course learnings. It was recommended that the courses be continued and expanded and that additional research be done. The document includes samples of phonics materials. (ly)

ED 023 018 AC 002 666
Report of the Academic Advisory Committee on

Birkbeck College.
Birkbeck Coll., London (England).
Pub Date May 67

Note-102p.
Available from-Birkbeck College, Malet Street,
London W.C.1, England.

Document Not Available from EDRS.

Descriptors-Adult Students, Costs, Degrees (Titles), *Evening Classes, Governance, Graduate Study, *Higher Education, Liberal Arts, *Part Time Students, Physical Facilities, Research, Sciences, Student Characteristics, *University Extension

Identifiers-Birkbeck College, University of London, Great Britain

Birkbeck College, a non-residential School of the University of London, provides facilities in central London for part-time education in arts and sciences, at first degree and graduate levels. During 1966, an academic advisory committee studied the future role of the College and reported with recommendations concerning the size and scope of the College's operations to the Senate and Governors. Its departments and courses, student body, academic staff, facilities, and constitution and government were examined, together with future demands from mature students employed full time, the role of Birkbeck College in meeting these demands, and guidelines for expanding its physical plant. It was concluded that demand by mature students for university courses will increase, that Birkbeck should continue to serve such students as part of the responsibility of the University of London, and that changes could be made in facilities, undergraduate course offerings, postgraduate study and research, and administrative organization. Included are a historical review, eight appendices, and 43 tables. (ly)

ED 023 019 AC 002 669

Allaway, A. John
Thought and Action in Extra-Mural Work, Leicester, 1946-1966.
Leicester Univ., Leicestershire (England). Dept. of Adult Education.
Pub Date 67

Note-110p.
EDRS Price MF-\$0.50 HC-\$5.60

Descriptors-*Adult Education Programs, College Faculty, Cooperative Programs, *Educational Philosophy, Evening Classes, Higher Education, *Historical Reviews, Labor Education, Residential Programs, *University Extension

Identifiers-Great Britain, *University of Leicester
Since its founding in 1862, Vaughan College of the University of Leicester has moved from a working men's institute offering elementary education to adults through a period of domination by the Workers' Education Association (WEA) to become a lively institution offering to adults university level courses in several locations. During 1946-1966, the University's extra-mural courses increased from 72 to 255 and its enrollment from 1,484 to 5,657. Students now attend voluntarily courses which have been established by the university, based on its own market research. At the same time, the concept of university extra-mural programs has narrowed to provision of part-time university education, given outside the walls of the university, by full-time university teachers to adults capable of studying at the undergraduate level or above. The present courses can be grouped in four classifications: reparative (classes provided in cooperation with WEA to introduce adults to university level education), renovative (courses to help persons keep abreast of new knowledge in their professional fields), re-integrative (classes to round out one's education), and recreative (courses providing exercise for students' intellectual powers). (aj)

ED 023 020 AC 002 671
Videbeck, Richard Knox, Alan B.

Alternative Participatory Responses to Aging.
Pub Date 65

Note-12p.; Chapter 3 In OLDER PEOPLE AND THEIR SOCIAL WORLD, edited by Arnold M. Rose and Warren A. Peterson

Available from-F.A. Davis Co., 1914 Cherry St., Philadelphia, Pa. 19103

Document Not Available from EDRS.

Descriptors-*Age Differences, Community Size, Marital Status, *Middle Aged, Mobility, *Participation, Retirement, *Social Life, Socioeconomic Status

This paper reports on a study of the effect of aging on various kinds of social participation and the relationship between the level of participation of older adults (age 50 through 69) and their earlier participation. The data collected during interviews with 1,500 adults of Nebraska in 1961-62 were used. Seven participation variables such as church activity, number of voluntary associations, and time spent reading magazines, were employed. Findings utilized respondents' own estimations of how active they were at the time of the interview as compared with five years earlier. The relationships among age, change in life circumstances (residence change, widowhood, retirement, and job change), and selected types of participation were examined. Degree of social participation was correlated positively with socioeconomic status and not significantly with community size, except in very small towns. Conclusions were that social activity characteristics of older persons are identical with the characteristics of active persons in younger age categories and that generally how active one is depends upon individual subjective factors as well as upon status within the life cycle. (rt)

ED 023 021 AC 002 673

Alexander-Frutschi, Marian Crites, Ed.

Special Education.

Stanford Research Inst., Menlo Park, Calif.

Pub Date 63

Note-52p.; Section 7 of HUMAN RESOURCES AND ECONOMIC GROWTH, edited by Marian C. Alexander-Frutschi.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors-Adult Basic Education, *Annotated Bibliographies, Community Development, Cooperative Education, *Developing Nations, *Economic Development, Extension Education, Literacy Education, Management Education, *Manpower Development, Rural Education, Vocational Education

As part of an annotated bibliography on human resource development through education and training, this section contains references to literature on adult and fundamental education, literacy education, community development, cooperative education, extension work, rural education, supervisory and management education, and vocational and industrial training. Most references are dated 1949-61. Programs in developing nations and ideas adaptable to newly industrializing areas are emphasized. (aj)

ED 023 022 AC 002 674

Casgriffe, Harry A.

The Washington State Agricultural Extension Service, 1912-1961.

Chicago Univ., Ill.

Pub Date Jun 66

Note-323p. Ph. D. Thesis.

Available from-Dept. of Photoduplication, Univ. of Chicago Library, Swift Hall, Chicago, Ill. 60637 (T13066)

Document Not Available from EDRS.

Descriptors-*Agricultural Education, Bibliographies, Doctoral Theses, Extension Agents, *Historical Reviews, *Home Economics Education, Program Administration, Program Content, Program Planning, Research, *Rural Extension, Socioeconomic Influences, Teaching Methods, *Youth Programs

Identifiers-Cooperative Extension Service, Four H Clubs, *Washington State

A study was made of the Washington Agricultural Extension Service from 1912 to 1961 to identify and interpret the changing administrative structure, program content, methods and techniques, relationships with other organizations and agencies, fundamental changes in ways of deciding educational content, influences of the Extension Service on society, and societal and other influences on the Extension Service.

Beginning efforts and activities in agriculture, home economics, and Four-H work and in agent training (1912-20) were followed by a period of adjustment (1921-29) in such areas as program philosophy, financing, and staffing. The Depression (1930-41) created many new Extension Service clients and led to an emphasis on local meetings, farm and home visits, and mass media. Except for the new Neighborhood Leadership program, wartime methods (1941-45) did not change greatly, and the war effort and postwar planning were dominant. The Agricultural Extension Service responded to postwar conditions and problems (1946-61) by adjusting the duties of staff members, engaging in self-study and introspection, adding new programs, activities, and techniques, and modifying the agricultural, home economics, and Four-H programs. The document includes physical and geographic background data, 19 tables, and an extensive bibliography. (ly)

ED 023 023 AC 002 677

Boone, Edgar J. Quinn, Emily H.

Curriculum Development in Adult Basic Education.

Pub Date 67

Note-47p.

Available from-Educational Opportunities Division, Follett Publishing Company, 1010 W. Washington Blvd. Chicago, Illinois 60607

Document Not Available from EDRS.

Descriptors-*Adult Basic Education, Adult Learning, Bibliographies, Criteria, *Curriculum Development, Educational Objectives, Evaluation, *Guidelines, Learning Experience, Motivation

Curriculum development for adult basic education requires the formulation of functional and meaningful educational objectives, the selection and organization of appropriate learning experiences, and the evaluation of educational outcomes. The statement of an objective should identify the learner, the content area, and the desired behavior change, and should be based on studies of undereducated adults and their environment and needs. Learning experiences should be chosen with attention to certain aspects (motivation, self-activity, clarity of objectives, repetition and association, effective relearning, individual differences, participant satisfaction) and must be organized to reinforce each other. Finally, evaluations must be made initially, at succeeding stages, and after the completion of instruction. (The document includes a flow chart and a selected bibliography.) (ly)

ED 023 024 AC 002 713

Crew, Vernon

Bibliography of Australian Adult Education, 1835-1965.

Australian Association of Adult Education, Melbourne.; National Library of Australia, Canberra.

Pub Date 68

Note-114p.

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors-*Adult Education, *Annotated Bibliographies, Broadcast Industry, Community Development, *Historical Reviews, Labor Education, Organizations (Groups), *Reference Materials, Rural Extension, State Programs, *Teaching Methods, Units of Study (Subject Fields), Universities, Vocational Schools, Voluntary Agencies

Identifiers-Australia, New Guinea

General works (bibliographies, year books, directories, encyclopedias, periodicals), historical and descriptive surveys and biographical notes, international, national, and state organizations and movements, adult education methods and subject fields, theoretical aspects, service to special clientele groups (women, youth, immigrants, aborigines, armed forces, older adults, prisoners, and others), and adult education in Papua, New Guinea, constitute the major parts of this 868-item retrospective bibliography on adult education in Australia. The early mechanics' institutes, labor and workers' education, agricultural education, university extension, community development, the humanities, parent education, and library adult education, are among the subject areas and program types reviewed. Educational methods include correspondence study, group discussion, tutorial classes, residential and non-residential classes and seminars, and independent reading. Entries are grouped under subject

headings and arranged chronologically within sections. Also included are author, subject, and periodical indexes. (ly)

ED 023 025

AC 002 714

Kurland, Norman D., Comp. Miller, Richard I., Comp.

Selected and Annotated Bibliography on the Processes of Change.

Pub Date 66

Note-47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors-Adoption (Ideas), *Annotated Bibliographies, Anthropology, Business, Decision Making, Developing Nations, *Diffusion, *Educational Change, Industry, *Innovation, Medical Treatment, Political Science, Psychology, *Research, Rural Areas, Social Change, Sociology

Over 170 books, booklets, articles, bibliographies, periodicals, and unpublished items on anthropology, sociology, education, industry, and technology, medicine, political science, and psychology are listed in this annotated bibliography on the processes of change. These documents, which treat such subjects as educational change, social and cultural change, diffusion and adoption, group dynamics, power structure, administration, and manpower development in developing nations, stress the dissemination and implementation of new practices rather than the practices themselves. (ly)

ED 023 026

AC 002 723

Urban Affairs Activities Sponsored by Colleges and Universities: An Inventory of Curricula, Research, and Extension in the Baltimore Region.

Johns Hopkins Univ., Baltimore, Md.; Regional Planning Council, Baltimore, Md.

Pub Date Nov 67

Note-48p.

Available from-Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151 (PB-177-806, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors-*Colleges, Community Services, Curriculum, Educational Resources, Interinstitutional Cooperation, *Junior Colleges, Metropolitan Areas, Public Health, Public Schools, Research Projects, Social Problems, Teacher Education, *Universities, Urban Environment, *Urban Extension

Identifiers-*Baltimore, Johns Hopkins University, Maryland

From the 24 institutions of higher learning in the Baltimore Region, 20 report one or more activities in the field of urban affairs. In all, about 350 activities were reported, including a summarized list of individual consultative services from the Johns Hopkins University. Over 100 research projects dealing with urban problems were reported. Curricula include training for urban-type jobs (nursing, mental health technician, social service assistant), as well as the courses in urban affairs or problems. The job training programs are better represented than the academic courses relevant to urban affairs. The bulk of the extension services are individual consultative services. Few, indeed, are the "programs" identifiable as extension. The new health complex at Essex Community College is an example of a program which combines research, extension, and curricula. The survey shows that very few of the current programs embrace the three types of activity. (The document includes six references.) (author/ly)

ED 023 027

AC 002 725

Tax, Sol And Others

Anthropological Backgrounds on Adult Education. CSLEA. Notes and Essays on Education for Adults, 57.

Center for the Study of Liberal Education for Adults, Brookline, Mass.

Pub Date 68

Note-101p.; Papers presented at a conference on anthropological backgrounds in adult education (Syracuse, Oct 15-18, 1967).

Available from-Syracuse University Press, Box 8, University Station, Syracuse, N.Y. 13210 (\$2.00).

Document Not Available from EDRS.

Descriptors-*Anthropology, Cultural Exchange, Lower Class, *Non Western Civilization, *Social Change, Social Class, Social Values, Stereotypes, Subculture, *Western Civilization

Identifiers-India

Five papers from a 1967 interdisciplinary seminar sponsored by University College at Syracuse University and by the Center for the Study of Liberal Education for Adults present insights and concepts from anthropology which have relevance for adult educators. The first paper gives a broad view of anthropology and its underlying modes of thought, and touches on implications for education. The next sets forth the socioeconomic and other dimensions of primitive societies and suggests, through comparisons with Western society, the variety of ways in which societies can organize themselves to satisfy human needs. The third evaluates changes within, and differences between, the lower middle and working classes and the lower class in America. A fourth seminar paper examines cultural relativism and the problem of studying American values in America. Finally, in a paper by an Indian anthropologist, relationships between the "great tradition" and folk tradition in South Asian societies are discussed in order to show that fundamental changes in a society do not come easily. (The document includes two tables and chapter notes.) (ly)

ED 023 028

AC 002 732

Crawford, Meredith P.

A Review of Recent Research and Development on Military Leadership, Command, and Team Function.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Report No-DA-44-188-ARO-2

Pub Date 7 Sep 64

Note-29p.; Paper presented at the annual convention of the American Psychological Association, 1964.

Available from-Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151 (AD-478-288, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors-Enlisted Men, Job Analysis, *Leadership Training, *Military Training, *Officer Personnel, *Research Reviews (Publications), Simulation, Small Group Instruction, Systems Analysis, Task Performance, *Teamwork

Part A of this paper is a general introduction to the state of training technology and studies of motivation and attitudes in learning. Part B deals with research on training for leadership, command, and team function. It is suggested that, during the decade prior to 1964, curriculum studies derived from examination of jobs and systems made greater contributions than research on training media. Studies leading to specific military training programs for current and future systems cover the interpersonal aspects of leadership and command by commissioned and non-commissioned officers, organizational and technical aspects of command, and team training. The importance of specific leadership acts and student participation in achieving effective leadership, the nature of job responsibilities, the role of the individual in small military groups, and the nature and formation of individual behavior conducive to teamwork are emphasized. (The document includes 74 references.) (ly)

ED 023 029

AC 002 738

Dickson, Anita

Adoption of Practices Following an Adult Education Program in Nutrition.

Indiana Univ., Bloomington.

Pub Date Sep 66

Note-170p.; Ed. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-4007, MF \$3.00, Xerography \$7.50).

Document Not Available from EDRS.

Descriptors-*Adoption (Ideas), *Adult Education Programs, Developing Nations, Doctoral Theses, Females, *Nutrition Instruction, Participant Characteristics, *Program Evaluation, Program Length, Research, Statistical Data

Identifiers-*Brazil

This study investigated the adoption and use of practices in preparation and use of vegetables following adult classes in nutrition. Data were obtained on 63 Brazilian women through interviews, diet intake records, a pretest in nutrition, and a food belief inventory, and practices were compared on prior use, adoption, combined use, rejection, and the percent adoption of available practices. The use of all practices increased, with 89% adoption of principles of food preparation. Economic advantage, relative advantage, and compatibility were positively related to use; com-

plexity was negatively related. Adoption and use bore little relationship to age, income, education, prior knowledge of nutrition, present adequacy of diet, or food beliefs. The major conclusions were that a short series of nutrition classes can effectively influence the adoption of practices and that the practices most readily adopted are based on principles of food preparation, have a nutritional advantage, and are applicable in more than one situation. Expansion of similar short courses was recommended along with special efforts to reach very low income groups. (author/ly)

ED 023 030

AC 002 739

Boyle, William Joseph

Adult Participation in Educational Activities.

Wisconsin Univ., Madison.

Pub Date 67

Note-184p.; Ph. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-12,413, MF \$3.00, Xerography \$8.40).

Document Not Available from EDRS.

Descriptors-Academic Achievement, *Adult Education, Curriculum, Doctoral Theses, Educational Background, *Environmental Influences, High School Students, Intelligence, Longitudinal Studies, Males, Motivation, Participant Characteristics, *Participation, Research, *Socioeconomic Influences, *Young Adults

Identifiers-*Wisconsin

Part of a longitudinal project begun in Wisconsin in 1956, this study investigated the relationship of participation in educational activities by young male adults to present socioeconomic status and to personal and environmental factors measured while in high school. About half the respondents had participated in one or more educational activities during the previous year. High school intelligence, educational aspirations, present levels of education, and occupation were significantly related to the extent of participation; income levels, years in a given occupation, size of the high school attended, the high school curriculum pursued, and educational achievement in high school were less related. Over half the respondents expressed a goal orientation; which, combined with high participation in vocational subjects, indicates a high motivation among young male adults to improve their occupational status. Present occupation was the only independent variable significantly related to participation. Many of the learning oriented had planned on, and studied for, college. (author/ly)

ED 023 031

24

AC 002 750

Kreilow, Burton W.

Educating the Adult Educator: Part 2. Taxonomy of Needed Research; Report from the Adult Re-education Project.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-Theoretical paper-13

Bureau No-BR-5-0216

Pub Date May 68

Contract-OEC-5-10-154

Note-27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors-*Adult Education, Adult Education Programs, Adult Learning, Continuous Learning, Cultural Factors, Educational Objectives, *Research Needs, Socioeconomic Influences, *Taxonomy

This theoretical paper is the concluding part of an extensive two-part examination of the problem of educating adult educators. The first part dealt with the relationship of adult education to other disciplines. This part establishes a framework for classifying areas of needed research in the field of adult education. The framework used here is based on application-learning, teaching, social change, guidance, and other activities. Some of the areas of need identified are tied almost wholly to a specific discipline or an applied field, while others are associated with certain program areas. Three interrelated categories of application are used: (1) the adult as an individual and as a learner, (2) the adult's response to sociocultural phenomena, and (3) the adult education enterprise. A background is provided for each area of need; series of questions are asked in order to demonstrate the scope of these needs; and each need is given focus by a short statement or a few summarizing questions. (ly)

ED 023 032 AC 002 752

Firoza, Ahmed, Ed.

Adult Education Association of the U.S.A.; Adult Basic Education Study 1965-66.

Adult Education Association of U.S.A., Washington, D.C.

Pub Date [66]

Note-412p.

EDRS Price MF-\$1.75 HC-\$20.70

Descriptors-Administrative Personnel, *Adult Basic Education, *Directories, Equipment Standards, Government Role, Human Resources, Instructional Materials, Instructional Staff, Physical Facilities, Recruitment, *Statistical Data, Student Characteristics, Teacher Education, Teacher Role, *Voluntary Agencies, Volunteers

The adult basic education (ABE) programs currently conducted by non-governmental organizations in the United States, are reviewed in this document. Attention is focused on the significance of voluntary efforts in adult basic education programs; and strengths and weaknesses, gaps between needs and resources, and limiting factors are identified. Programs in all but ten states are examined from all or some of the following viewpoints: year established, form of management, geographical areas served, affiliation, program staff, desirable preparation for teaching ABE, volunteers as teachers, location of buildings, facilities and equipment, limiting factors in ABE, government funds, staff participation, and student characteristics. This is the first attempt to make a systematic assessment of ABE in the United States. (nl)

ED 023 033 AC 002 754

Gerig, Zenas E.

An Analysis of Selected Aspects of Jamaican Culture with Implications for Adult Educational Programs in the Church.

Indiana Univ., Bloomington.

Pub Date Sep 67

Note-157p.; Ph. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 68-2294, MF \$3.00, Xerography \$7.40).

Document Not Available from EDRS.

Descriptors-*Adult Education, Bibliographies, Churches, *Church Programs, *Cultural Factors, *Developing Nations, Doctoral Theses, Educational Objectives, Evaluation, Family Life, Historical Reviews, Instructional Materials, Leadership Training, Public School Systems, Religion, Research

Identifiers-*Jamaica

This study has analyzed selected aspects of Jamaican culture-education, religion, and family relations-in order to present suggestions for the church's adult education programs. The family is basically maternally oriented and marked by a predominance of early nonmarital sex relations and a lack of consistent intimacy and faithfulness in marriage. Protestantism is the leading religion. The older established churches are struggling to hold their membership but are making strong efforts in various social involvements. Membership in the younger churches is constantly growing, but these churches lack social interest. Jamaica's educational system is marked by a traditional "academic" emphasis, with a low percentage of school-age children attending secondary schools. The expansion of educational facilities cannot keep up with the high rate of population growth. A large proportion of adults are functionally illiterate. Plans are under way to make school places available to all children and to make attendance compulsory. The church's adult program in Jamaica, including instructional materials and leadership, must be adult-centered, need-centered, and as indigenous as possible. A type of training is recommended that will involve Jamaican adults in identifying needs and forming their own programs. (The document includes 88 references.) (author/ly)

ED 023 034 AC 002 756

Miccio, Joseph Vincent

The Improvement of Industrial Management Development Practices: An Evaluation of the Effect of Encouragement, Training, and Inspection on Supervisors' Development Activities.

New York Univ., N.Y.

Pub Date 65

Note-207p.; Ed. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 66-5785, MF \$3.00, Xerography \$9.45).

Document Not Available from EDRS.

Descriptors-Analysis of Variance, *Behavior Change, Comparative Analysis, Doctoral Theses, Experimental Groups, Industry, *Management Development, *Motivation Techniques, Post Testing, Pretests, Research, Statistical Data, Supervision, *Supervisors, *Training Techniques

This study investigated the effect of encouragement, inspection, and training on the effectiveness of supervisors' developmental activities with their subordinates. Treatment groups were established on each variable. A specially developed questionnaire was administered, before introduction of the study variables and again six months afterward, to subordinates who reported on the developmental activities of their supervisors. Multiple-range Tests and Students "t" Tests were used to assess the significance of changes following introduction of the study variables. Students "t" Tests showed no significant differences directly attributable to the variables. The lowest one-third ranking supervisors in each treatment group were comparable to a "national average" level of supervisors; and changes in the mean scores of these groups also proved insignificant. When an analysis was made of scores by the lowest ranking third of the supervisors on ten recommended activities, only five of the 30 comparisons among treatment groups showed significant changes. Thus, the significance of the variables, particularly encouragement and training combined, was not substantiated. Several recommendations were made for improving future studies of this type. (The document includes 11 tables, 12 appendices, and numerous references.) (author/ly)

ED 023 035 AC 002 757

Pressley, Trezzie Abram

The Role of Programed Instruction in Company Training and Development Programs.

Arkansas Univ., Fayetteville.

Pub Date 66

Note-195p.; Ph. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 66-7059, MF \$3.00, Xerography \$8.80).

Document Not Available from EDRS.

Descriptors-Doctoral Theses, *Employer Attitudes, *Job Training, Material Development, Organization Size (Groups), *Programed Instruction, *Programed Texts, *Retraining, Surveys

Data were obtained from responses received from 104 companies which were using programed instruction in their training programs and from 176 employees within these companies. Companies of all sizes were using programed instruction; however, the vast majority had used programed materials with one-half or less of their employees. Almost 3/4 of the companies were using the method in training new workers and almost half were using it in retraining the work force in new job areas. Most were using programs in text form; half had developed their own programs; others were purchased. Company studies showed that programed instruction has the advantages of greater retention by the learner, training time saved, and lower training costs. Both employers and employees were very favorable toward the use of programed instruction. (author/pt)

ED 023 036 AC 002 759

Kahn, Louis

An Appraisal of Practices of Adult Evening Programs of Community Colleges in Washington State.

Washington State Univ., Pullman.

Pub Date 66

Note-102p.; Ed. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 66-7145, MF \$3.00, Xerography \$5.20).

Document Not Available from EDRS.

Descriptors-Administrative Personnel, *Adult Education, College Faculty, *Community Colleges, Doctoral Theses, *Educational Administration, Educational Objectives, *Evening Programs, Financial Policy, Guidance, Inservice Education, *Program Evaluation, Program Planning, Publicize, Rating Scales, Research, State Surveys, Supervision

Identifiers-*Washington State

This study assessed the practices of the adult evening programs of community colleges in Washington State. From a survey of the literature, a list was made of practices recommended by writers in the field of adult education and was

used in developing an appraisal instrument, which was then refined by a trial group of respondents. The refined instrument was sent to a representative jury of state adult education directors, community college adult education administrators, and college instructors of adult education courses, who were asked to indicate the importance of each statement on a five-point rating scale ranging from desirable to essential. Appraisal instruments were also sent to the adult education program directors at all the community colleges in the state to determine whether the practices included in the questionnaire were being followed. Conclusions indicate a wide range of administrative practices among the adult program directors, and a lack of agreement between those who teach about community college adult education and those who administer college adult programs. (The document includes 28 tables, 68 references, and appendices.) (author/ly)

ED 023 037 AC 002 760

Gerkowski, Raymond

A Study of Music Offerings in Thirty Public School Adult Education Programs in the United States.

Michigan State Univ., East Lansing.

Pub Date 65

Note-149p.; Ph. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 66-6125, MF \$3.00, Xerography \$7.00).

Document Not Available from EDRS.

Descriptors-Administrative Personnel, Curriculum, Doctoral Theses, Educational Needs, Educational Objectives, Financial Policy, *Music Education, *National Surveys, *Participation, Program Administration, Program Evaluation, *Public School Adult Education, Research, Scheduling, Statistical Data, Teacher Qualifications

This study was concerned with the nature, status, and extent of adult participation in local public school adult education music classes in 30 cities in the United States in the population range 150,000-250,000. Findings indicated that the objectives and content of the music classes were geared to the needs and interests of amateurs who had turned to music as a leisure-time activity as either listeners or participants. Classes were categorized as either voice or instrumental instruction, music appreciation, group participation in large or small ensembles, or theory and fundamentals of music. Responses showed that music had a lower program priority than industrial training or adult basic education. No significant change was revealed between 1958 and 1963 in the number of classes offered in adult education programs; but adults showed increasing interest in voice or instrumental instruction, music appreciation, and ensemble work, and decreasing interest in theory and fundamentals. Adult education directors tended to favor two-hour classes, to schedule them on a weekly basis, to favor a 24-week school year, and to evaluate classes annually. (author/ly)

ED 023 038 AC 002 761

Harrison, Arthur Reading

Adult Education in the State of Oklahoma.

Oklahoma Univ., Norman.

Pub Date 66

Note-204p.; Ph. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 66-10,498, MF \$3.00, Xerography \$9.25).

Document Not Available from EDRS.

Descriptors-American Indians, Doctoral Theses, *Educational Attitudes, *Educational Needs, Ethnic Groups, Financial Support, Historical Reviews, Organizations (Groups), *Public School Adult Education, Research, Socioeconomic Influences, *State Programs, Statistical Data, Welfare Recipients

Identifiers-*Oklahoma

The development of adult education in Oklahoma has followed the general American pattern. After World War II, several Oklahoma public schools began adult education programs and later took advantage of Federally supported vocational and literacy programs. However, differing attitudes toward educational purpose and financing between eastern and western Oklahoma have had an adverse effect on both adult and public school education and have created a variety of needs. Oklahoma spends about \$4,000,000 yearly on adult education, largely

within state institutions for rehabilitation or for explaining or promoting the work of state agencies. The State Department of Education has a Division of Vocational Education, which works with many adults, and has created the Office of Adult Education to administer Title II-B (basic education) of the Economic Opportunity Act. The Oklahoma Legislature should recognize and adequately finance adult education as a legitimate obligation of the public schools. (author/ly)

ED 023 039 AC 002 762
Pashley, B.W.

University Extension Reconsidered. Vaughan Papers in Adult Education, II. Leicester Univ., Leicestershire (England). Dept. of Adult Education.

Pub Date 68

Note-80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors-Attendance, Daytime Programs, *Educational Change, Financial Support, *Historical Reviews, *Labor Education, Lecture, Program Length, Responsibility, Statistical Data, *University Extension

Identifiers-England, *Great Britain, Wales, Workers' Educational Association

Based on an unpublished 1950 masters thesis, this paper on university extension in Britain reviews the nineteenth century background at Oxford, Cambridge, Victoria, and other universities, the close of the so-called classical period during 1900-24, the growing institutionalization of university extension during 1924-39, and post-war trends toward greater freedom, flexibility, specialization, and influence within British adult education. It is concluded that the financial and other problems of British university extension, especially its frequent failure (as compared to the Workers' Educational Association) to reach the working classes, have generally stemmed from universality rather than specificity of purpose. (The document includes six tables and 72 references.) It is also available from the Department of Adult Education, University of Leicester, Leicester, England, for 4s 6d. (ly)

ED 023 040 AC 002 763

Miller, Martin G., Comp.

A Bibliography on Police and Community Relations.

Michigan State Univ., East Lansing, National Center on Police and Community Relations.

Pub Date 1 May 66

Note-109p.; Includes Supplement 1, May 1967 and Supplement 2, May 1968.

EDRS Price MF-\$0.50 HC-\$5.55

Descriptors-Administration, *Bibliographies, Childrens Books, Civil Rights, Community Relations, Courts, Crime, Delinquency, Demonstrations (Civil), Historical Reviews, *Law Enforcement, Laws, Minority Groups, News Media, *Police, *Police Community Relationship, Psychology, Race Relations, Sociology, Violence, Youth

A reflection of concerns of social scientists and of those involved in law enforcement, this extensive bibliography on police and community relations covers general material (including historical reviews); problems and approaches in police administration; the police image and community relations; the impact of the civil rights movement and civil rights legislation; the law, the judiciary, and law enforcement; minorities, race relations, and poverty; the role of the news media; social change, prejudice, violence, and other psychological and sociological aspects of the problem of law enforcement; juvenile delinquency and other problems of youth; and children's books on the life and job of police officers. (ly)

ED 023 041 AC 002 765

Parlette, Nicholas And Others

Public Health Professionals and Continuing Education: A Study of Interests and Needs in Continuing Education in the West. Summary Report.

Pub Date Jun 68

Note-30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors-Community Agencies (Public), Course Content, *Educational Interest, *Educational Needs, Electromechanical Aids, *Health Personnel, Participant Characteristics, *Professional Continuing Education, *Public Health, Research, Statistical Data, Teaching Techniques

Service to public health and allied professionals has long been the concern and major function of the Program for Continuing Education in Public Health, sponsored by the four Schools of Public Health in the West--and by the Western Regional Office of the American Public Health Association (APHA). To assess the effectiveness of this program, a study of continuing education needs and interests was made during 1966-67. Data were obtained on age, sex, education and training, experience, hierarchical position, type of employing agency, and other relevant characteristics of 1,355 professional public health workers in the western states, as well as on preferences for 78 course types and for newly proposed methods and techniques of instruction. Nineteen topics were selected by 20% or more of the respondents; eleven of these were already available or being developed. General problem areas, and skills in community and organizational problem-solving, were the major concerns; multidisciplinary courses were widely favored over single discipline courses; and television and videotapes were widely supported, but not teaching machines. Typically, participants were older, had more experience and higher positions, more often had advanced degrees, and were more likely to belong to the APHA or a state association, than nonparticipants. However, 66% of full-time professionals lacked a degree in public health. (ly)

ED 023 042 AC 002 780

A Police Executive Development Program; Final Report to Office of Law Enforcement Assistance, United States Department of Justice.

Saint Petersburg Junior Coll., Fla. Florida Inst. for Law Enforcement.

Spons Agency-Department of Justice, Washington, D.C.

Report No-OLEA-075

Pub Date [68]

Note-122p.

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors-Behavior Change, City Officials, Experimental Programs, Group Discussion, Independent Study, Individual Counseling, *Inservice Education, *Law Enforcement, *Management Development, Participant Satisfaction, *Police, Program Evaluation, Psychological Testing, Questionnaires, *Scheduling

An experimental course was devised for 36 law enforcement administrators which provided for contact periods spread over eight months and a final retraining session in the 12th month. The course integrated study of the behavioral sciences and communications, executive and professional skills, speeches and informal discussion for professional enrichment, and self-teaching materials and outside assignments. There was time for psychological testing, individual counseling, application of classroom principles to the job and homework, and evaluation of progress at various stages. The project held the attention of the police executives while not keeping them away from their jobs unduly. Behavioral changes in the participants resulted in improvements in their departments. Problems arose from supervisory municipal officials who did not cooperate as much as desired, and from a failure to use the psychological testing, class time, and outside projects to best advantage. Probably more self-instruction and work projects should be used in the future. The project was not evaluated adequately to satisfy the course administrators, who recommend evaluation by an outside agency in the future. (Appendixes include lists of lectures and reading materials, and the evaluation questionnaire.) (jf)

ED 023 043 AC 002 784

Aker, George F.

Strategies of Leadership for Adult Basic Education.

Pub Date Jul 68

Note-46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors-*Adult Basic Education, Bibliographies, Community Organizations, Community Resources, Human Resources, Illiterate Adults, *Leadership Training, *National Programs, *Program Development, Program Evaluation, Program Length, *Teacher Education, Teacher Selection

A nation-wide program in adult basic education requires an organizational structure which will provide a practical and theoretical, centralized

and decentralized outlook. This system should include a national commission, state-wide committees, and community councils which would facilitate communication. Leaders must be selected and prepared and educational programs developed and executed. These leaders can be recruited from the reserve of potential leaders available in communities. Training can be provided by professors of adult education, other university faculty, research and evaluation specialists, and teachers and aides. Systematic preservice and inservice training could be given to teachers at all levels; and methods such as weekend and evening community seminars, residential conferences, and internships, be utilized. However, in the process of developing these programs, we must be aware of the pitfalls which have appeared in this new field. (A list of 164 selected references is included.) (nl)

ED 023 044 AC 002 843

Tills, Marvin

Organizational Correlates of Management Training Interests.

Wisconsin Univ., Madison.

Pub Date 67

Note-85p.; M. S. Thesis.

Available from-University of Wisconsin, Madison, Wisconsin 53706.

Document Not Available from EDRS.

Descriptors-*Administrative Organization, Distance, Educational Needs, *Environmental Influences, *Industry, Inplant Programs, Labor Unions, *Management Education, Masters Theses, Off the Job Training, Organization Size (Groups), Research, Scheduling, Statistical Data, Training Techniques

Identifiers-*Wisconsin

A study was made of a sample of Wisconsin manufacturing firms and a subsample of firms in different size categories to determine organizational correlates of management training interests. Correlations were sought between characteristics of firms (ownership, relationship to parent company, size of employment, market orientation, growth trends, unionization or lack thereof) and the variables of training sources, training needs, preferred schedules, and distance limitations. On the job training was often used by the largest number of firms, followed by informal inplant training, university programs, vocational school classes, and trade association programs. Training needs were in areas of general management, personnel, production, marketing, and finance. Firms favorable to training were likely to be large, unionized, broadly held, and with recent growth; branches and subsidiary plants using training facilities more than did main plants. (ly)

ED 023 045 AC 002 919

Hubbard, Helen Kathryn

A Survey of the Use of Theological Terminology with Reference to Jesus Christ in Selected Church School Curricula for Adults.

Pittsburgh Univ., Pa.

Pub Date 66

Note-234p.; Ed. D. Thesis.

Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 66-13,485, MF \$3.05, Xerography \$10.60).

Document Not Available from EDRS.

Descriptors-*Adult Education, *Church Programs, *Course Content, Doctoral Theses, Historical Reviews, Instructional Materials, Laymen, *Protestants, *Religious Education, Surveys, Vocabulary

Identifiers-American Baptist Convention, Disciples of Christ, Methodist Church, United Presbyterian Church

Purposes of this study were to determine the Christological emphasis in selected adult church curricula for the years 1942, 1952, and 1962 regarding the person, mission, resurrection, and second advent of Christ; and to assess the influence of the theological renaissance on these curricula. Materials were those of the American Baptist Convention, Christian Churches (Disciples of Christ), Methodist Church, and United Presbyterian Church in the U.S.A. Belief concerning Christ's resurrection was the strongest and most consistent doctrine in all the lessons. Theories on Christ's person and mission were varied, most obviously so between 1942 and 1952. The second advent was hardly mentioned in 1942 and 1952 but received much attention in 1962. The theological renaissance has evidently influenced all four lesson series, most noticeably

the Methodist and Presbyterian materials. Particularly in 1962, the materials for leaders and pupils showed the effects of this ferment in terminology, a stronger theological and Christological emphasis, more questions and open discussion on the person and work of Christ, and a new emphasis on the second advent. (author/ly)

ED 023 046 AC 002 921

Myers, Robert G.
Study Abroad and the Migration of Human Resources.
Chicago Univ., Ill.
Pub Date Sep 67
Note-378p.; Ph. D. Thesis.
Available from-Dept. of Photoduplication,
University of Chicago Library, Swift Hall,
Chicago, Illinois 60637 (Order No. T-13,694).

Document Not Available from EDRS.

Descriptors--Analysis of Variance, Decision Making, Developing Nations, Doctoral Theses, Economics, *Foreign Students, *Higher Education, *Human Resources, International Education, *Migration Patterns, *Motivation, Research, Socioeconomic Influences, Statistical Data

Identifiers--Peru

Emphasis in this study is on improving concepts and theory in the area of the nonreturn of foreign students after study in the United States. Part 1 examines definitions and measurements currently used. The volume and correlates of nonreturn identified from a census by the Institute of International Education are analyzed and cross-national comparisons of intended nonreturn are presented. Part 2 sets study abroad and nonreturn in the contexts of evaluating functional investment alternatives and of human resource migration in terms of a relevant concept of migration and of private and social decision-making models for analyzing educational opportunities and related migration. Part 3 is a case study of Peruvian students. Main variables include age, sex, field of study, socioeconomic status, sponsorship, type of visa, time spent in the United States, and expected earnings. (The document includes 73 tables, five figures, and numerous references.) (author/ly)

ED 023 047 AC 002 922

Hershey, Harvey
Adult Education and Personality of Inmates of the State Prison of Southern Michigan.
Michigan State Univ., East Lansing.
Pub Date 66
Note-148p.; Ph. D. Thesis.
Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 66-8457, MF \$3.00, Xerography \$7.00).

Document Not Available from EDRS.

Descriptors--*Adult Education, Age Differences, Analysis of Variance, Doctoral Theses, Educational Background, Environmental Influences, Evaluation Criteria, Individual Characteristics, Males, *Participant Characteristics, *Personality, *Prisoners, Research, Socioeconomic Background

Identifiers--Michigan

This study investigated differences and similarities between those inmates at the State Prison of Southern Michigan who had participated in the Academic School adult education programs and another group who had never participated in any adult education activity. Variables were personality factors as defined by the Sixteen Personality Factor Questionnaire and specified nonpersonality areas in an adult education data survey. Randomly chosen inmates were divided into 32 matched groups on the basis of items concerning age, education, recidivism, length of sentence, and participation in special groups or activities, with adult education participation or nonparticipation as the single difference. Participants were found to be significantly more rigid, undependable, and conventional than nonparticipants, who were relatively easygoing, conscientious, and imaginative. Both groups were more rigid and undependable than the general noncollege adult male population norms provided by the authors of the questionnaire. Comparisons between other groups of inmate participants and nonparticipants showed no significant differences on nonpersonality factors. Implications for student recruitment and for program planning were noted. (author/ly)

ED 023 048 AC 002 923
Kiss, Rosalia Ann

Some Effects of a Skill Learned in Youth on Rerearning in Later Maturity and Old Age.

Michigan Univ., Ann Arbor.
Pub Date 66
Note-206p.; Ph. D. Thesis.
Available from-University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 66-14,542, MF \$3.00, Xerography \$9.45).

Document Not Available from EDRS.

Descriptors--*Adult Learning, *Age Differences, Analysis of Variance, Doctoral Theses, Educational Attitudes, Females, Handicapped, Middle Aged, Older Adults, Patients (Persons), Physical Health, *Psychomotor Skills, Research, *Retention, Self Concept, Time Factors (Learning)

A study was made of the relative merits of recall and learning in providing older persons with a choice of activity. Data were collected on the knitting performance of 73 subjects. A form of pretest-posttest experimental design with nine subgroups was used. Subjects were grouped by age (45-65 versus 65 and over) experience with knitting (no experience, five to 15 years without practice, and 20 or more years without practice) and health (allegedly healthy subjects and those under treatment for chronic mental or physical disabilities). Tests were selected to measure finger dexterity, attitudes toward self, and attitudes toward learning. The evidence suggested five broad conclusions: (1) repetitious manual skills learned in youth may be reactivated in later maturity and old age with relatively little instruction; (2) age may affect motor skill learning ability but have little effect on retention; (3) differences in length of interval without practice have little effect on long-term retention of motor skills by older persons; (4) attitudes toward learning and self bear little relationship to motor skill learning or rerearning in older persons; and (5) other things being equal, chronic disability does not depress the learning or rerearning ability of older persons. (author/ly)

ED 023 049 AC 002 981

Blake, Robert R. Mouton, Jane S.
The Managerial Grid; Key Orientations for Achieving Production through People.
Pub Date Jan 68
Note-351p.

Available from-Gulf Publishing Company, Box 2608, Houston, Texas 77001

Document Not Available from EDRS.

Descriptors--Achievement, *Administrator Role, Behavior Patterns, Bibliographies, Communication (Thought Transfer), Conflict, Creativity, Decision Making, *Employer Employee Relationship, Goal Orientation, Industry, *Management Development, Morale, *Organizational Change, Personality, *Power Structure, Productivity, Research, Teamwork

The Managerial Grid arranges a concern for production on the horizontal axis and a concern for people on the vertical axis of a coordinate system: 1,1 shows minimum concern for production and people; 9,1 shows major production emphasis and minimum human considerations; 1,9 shows maximum concern for friendly working conditions and minimum production emphasis; 5,5 shows adequate production and satisfactory morale; and 9,9 shows major concern for people and production. Most American managers are 5,5, but the ideal, the 9,9 Management, encourages teamwork and mutual respect, learns from mistakes, has a sense of directed commitment, and does not use facades. A study of 716 members of one organization showed that career accomplishment is consistently related to managerial style; the greater a career accomplishment, the more likely that the approach is 9,9 and 9,1. To approach a 9,9 goal, a long term effort should be made with Managerial Grid Laboratory-Seminar training, team development, horizontal and vertical organizational relationships, organizational improvement goals, goal attainment, and stabilization. An experiment now in its fifth year in an industrial plant of 2,400 implemented these suggestions and made considerable tangible and intangible gains. (Extensive references are included.) (Jf)

ED 023 050 AC 002 991

Alexander, Frank D.
Evaluation of Selected Aspects of the Homemaking Service Program in the City of Rochester, New York.
State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell; State Univ. of New

York, Ithaca. Coll. of Home Economics at Cornell Univ.

Pub Date Oct 68

Note-161p.

EDRS Price MF-\$0.75 HC-\$8.15

Descriptors--Educational Objectives, *Extension Education, Family Income, *Homemaking Education, Marital Status, Mobility, Participant Characteristics, *Program Evaluation, Program Improvement, *Program Length, Socioeconomic Background, Teacher Characteristics, *Teacher Education, Teacher Selection

Identifiers--New York, Rochester

The objectives of the study were: to describe the socioeconomic characteristics of the teaching homemakers and of the women with whom they worked; to indicate the influence of selected training on the teaching homemakers; and to show the training program input. Data were collected through the pre- and post-testing of teaching homemakers, and a variety of other methods. Of the fourteen teaching homemakers involved, eleven were Negroes and three Puerto Ricans. The mean age was 37.4, years of schooling ranged from 5 to 14, and one half of them lived in homes owned by their families. Ten of the women were married, three divorced or separated, and one single. Stated also are the occupations of husbands and wives, mobility, participation, and family income. There was a total of 242 training hours covering the following subject matter areas: clothing, food, furnishings, and orientation. Extension staff devoted 16% of 269 hours of their time to the training. Recommendations for improvement of training programs include longer and unbroken periods, more group teaching, supervision of teaching homemakers, survey of participants' interests, and greater attention to training in methodology. (nl)

ED 023 051 AC 003 003

Kellogg, Marion S.
Closing the Performance Gap; Results-Centered Employee Development.
American Management Association, New York, N.Y.

Pub Date 67

Note-224p.

Available from-American Management Assn, 135 West 50th St., New York, N.Y. 10020 (\$7.50).

Document Not Available from EDRS.

Descriptors--*Administrative Personnel, *Administrator Responsibility, *Business, *Employees, Goal Orientation, *Individual Development, Organizational Climate, Presidents, Work Attitudes, Work Environment

This is a handbook for those who get work done through other people; it concentrates on that part of their task which has to do with encouraging employees to develop abilities and attitudes which assure accomplishment. It presents principles and practices which apply to all employees. Chapters cover Employee Development: A Business "Must," Understanding the Manager's Responsibility for Development, Focusing Developmental Goals on Work Commitments, Factoring Climate into Development Goals, Building on Individual Talent and Motivation, Choosing and Accepting Development Goals, Using Work to Stimulate Development, Creating a Development Climate, Encouraging Interest in Self-Development, Outlining the President's Development Job, and Implications--Ethical Considerations--Cautions. Appendix A is a development quiz for managers and Appendix B is a development quiz for presidents or general managers. (nl)

ED 023 052 AC 003 019

Willings, David R.
How to Use the Case Study in Training for Decision Making.

Pub Date 68

Note-273p.

Available from-Business Publications Ltd., Mercury House, Waterloo Road, London S.E.1, England (55 shillings).

Document Not Available from EDRS.

Descriptors--Bibliographies, *Case Studies (Education), *Decision Making, Evaluation, Group Discussion, *Management Development, Management Games, Material Development, Participation, Role Playing, *Training Techniques

This book examines in depth the proper use of case studies in training managerial decision

makers and defines the conditions under which one method of preparation and presentation is to be preferred to another. The first part defines the varying types of case study and their comparative advantages. The second part examines the process of decision making and shows how the case study can here act as a sensitizing agent. Part Three is concerned with the use of case studies and with how they may be tailored to the requirements of individual companies. Preparation of the case study is covered in Part Four. The fifth part is devoted to the presentation of the case study; several methods (discussion technique, role playing, participation techniques, simulated management technique, and apex technique) are described and evaluated. Part Six presents five specimen case studies—two organization studies and three individual studies. A bibliography is included. (jf)

ED 023 053 AC 003 021
Integracy Training Programs Bulletin, 1968-1969.

Civil Service Commission, Washington, D.C.
Pub Date 68
Note-294p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1968 O-294-886)

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—*Adult Education Programs, Business Education, Catalogs, Communications, Cost Effectiveness, Electronic Data Processing, *Government Employees, Health Education, *Interagency Cooperation, Management Development, Personnel Directors, Personnel Evaluation, *Program Descriptions, Public Administration Education, Recruitment, Safety Education, Staff Improvement, Supervision
Identifiers—*Civil Service Commission

A bulletin listing training available for interagency use is published annually by the Civil Service Commission. Information includes names of agencies offering interagency programs, general course descriptions, enrollment requirements, enrollment fees, addresses of office offering course and training site, dates and length of courses, and a place to call or write for more information. A wide variety of courses is offered, covering executive management, supervision, financial management, management analysis, personnel management, communications, office skills and practices, office skills and administration, supply management, specialized agency programs, and health and safety services. A calendar of interagency training programs and an index of courses by agency are included. (jf)

ED 023 054 AC 003 024

Adult Basic Education—Meeting the Challenge of the 1970's. First Annual Report of the National Advisory Committee on Adult Basic Education to the President of the United States and Secretary of Health, Education, and Welfare.

Office of Education (DHEW), Washington, D.C.
Pub Date 27 Aug 68
Note-70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—*Adult Basic Education, Disadvantaged Groups, Educational Innovation, Expenditures, *Federal Programs, Federal State Relationship, Institutes (Training Programs), Participant Characteristics, *Program Evaluation, Statistical Data, *Teacher Education, Universities

Identifiers—*Adult Basic Education Program, Adult Education Act of 1966

Recommendations and supporting information for the Federal Adult Basic Education (ABE) Program through the fiscal year 1972 include increasing appropriations and enrollment each year from 1970-72 to focus on civic participation, jobs, home, and family life; to develop a 10-year national plan to coordinate all Federal ABE programs; strengthening the National Advisory Committee on ABE to play a leadership role; training programs for ABE personnel; special research projects; and the extension of the ABE Program beyond eighth grade level. As a result of the ABE Program from 1965-68, some students left welfare rolls, obtained jobs, and received raises and promotions; many enrolled in vocational training and high school programs, while others passed high school equivalency tests. Changes in attitudes and behavior of these people show efforts to break out of poverty. Efforts at

training people to meet the shortage of ABE teaching manpower include use of institutes, state agencies, and local education facilities. A major problem of the ABE program is the dropout rate (19% in 1966). A list of 10 Federal agencies having ABE programs, a summary of nationwide data on ABE students, a table of state funds and enrollments, and various other presentations of pertinent information are included. (jf)

ED 023 055 AC 003 028

Adamson, Edith
Measuring the Need for Adult Basic Education.
Pub Date 66

Note-12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Adult Basic Education, American Indians, Children, *Educationally Disadvantaged, *Educational Needs, Eskimos, Immigrants, *Individual Characteristics, Labor Force, Public Libraries, *Statistical Analysis, Statistical Data
Identifiers—*Canada

The 1,024,785 people who reported four or less grades of schooling in the 1961 Canadian Census point up the paradox of a society where free compulsory education to age 16 is assumed to mean everyone will at least complete elementary school. To understand these people as individuals, all available census data on these educationally deficient adults were compiled, showing that approximately 10% of the total were aged 15-29; 18,022 served in managerial, professional, and technical occupations; 10,649 earned over \$5,000 in 1961; 1:3 were women; 216,109 men were not in the labor force; about 10% of Canadian children lived in families where the household head was one of the 1,024,785; recent increases in opportunities still have not adequately reached 43.6% of the Indians and 90% of the Eskimos; and 25.8% were not born in Canada. Public libraries in Canada should furnish reading material for these adults, with suggestions from adult education leaders. (Six pages of tables and statistics are presented. This document is also available from the Canadian Association for Adult Education, Corbett House, 21 Sultan St., Toronto 5, Canada, \$5.00.) (jf)

ED 023 056 AC 003 037

Hutcherson, Ethel Midge
The Role of the Public Library in Retraining People Displaced by Technological Change.
Florida State Univ., Tallahassee.

Pub Date 67

Note-108p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-8470, MF \$3.00, Xerography \$5.40).

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, *Community Size, Doctoral Theses, *Evaluation, Library Services, *Public Libraries, Research, *Role Perception, Statistical Data, Surveys, Urban Areas, *Vocational Retraining

A study was made to determine what library administrators think is the role of public libraries in retraining of adults, what libraries are doing to provide training, and how they differ when classified by size of population served. About 600 libraries serving populations of 50,000 or more were studied—age of library, location, branches, adult services coordinators, staffing, facilities, and attitudes toward the problem of technological displacement. Most of the administrators agreed that libraries should provide materials for adult basic and vocational education, develop information resources, cooperate with other community agencies, evaluate their own programs, and offer guidance and counseling materials and services. Few retraining programs were in progress or being planned; however, the larger the population base, the greater was the likelihood that certain services would be provided. (Tables and references are included.) (ly)

ED 023 057 AC 003 038

Hinds, Lillian R.
An Evaluation of Words in Color or Morphologically-Algebraic Approach to Teaching Reading to Functionally Illiterate Adults.
Western Reserve Univ., Cleveland, Ohio.

Pub Date Sep 66

Note-234p.; Ph. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-4609, MF \$3.00, Xerography \$10.60).

Document Not Available from EDRS.

Descriptors—Auditory Discrimination, Doctoral Theses, Evaluation, *Illiterate Adults, *Instructional Materials, Intelligence, *Literacy Education, Psychological Characteristics, Reading Achievement, *Reading Instruction, Socioeconomic Background, *Teaching Techniques, Tests, Visual Perception
Identifiers—*Words in Color

Seventy Cleveland, Ohio, inner city adult illiterates, 33 from an experimental group and 37 from a contrast group, were studied to determine the efficiency and effectiveness of Words in Color or the Morphologico-Algebraic approach to teaching reading. Results indicated that the reading achievement gain of functionally illiterate adults taught by the Words in Color or the Morphologico-Algebraic method is superior to that achieved by a traditional method. The gain of the experimental group, as evaluated by the California Reading Test could not, moreover, be explained by the following variables which might have affected learning: intelligence, visual perception, auditory discrimination, or teacher superiority. Interviews and projective tests were given to the highest and lowest gainers from each treatment group, and the effects of socioeconomic background characteristics were assessed. Verbal and projective tests successfully differentiated between high and low gainers, but projective drawings disclosed that the contrast group students were better adjusted socially than the others. Members of the experimental group improved significantly in auditory discrimination and visual perception. Students appeared to read orally on the Durrell Analysis of Reading Difficulty test at a higher grade level than they scored on the California Reading Test. (USDRD/ly)

ED 023 058 AC 003 040

Jones, Charles Ollie
Guidelines for Planning and Executing University Continuing Education Center Programs—Theory and Practice.

Florida State Univ., Tallahassee.

Pub Date Aug 66

Note-117p.; Ed. D. Thesis.

Available from—University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-294, MF \$3.00, Xerography \$5.80).

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Adult Educators, *Continuing Education Centers, Doctoral Theses, *Guidelines, Instructional Staff, *Program Administration, Program Evaluation, *Program Planning, Rating Scales, Research, *University Extension

This study was undertaken to compare the judgments of leaders in adult education regarding the importance of certain guidelines for planning and executing programs of university continuing education centers with the degree to which these guidelines were followed by selected university continuing education centers during the first six months of 1964. Questionnaire responses from centers assisted by the Kellogg Foundation provided the data on actual practices. Ten adult educators rated each guideline as to its importance in implementing center educational programs, and ranked in order of importance the various functions of professional staff members and conference coordinator-consultants. The guidelines elicited consistent responses from the educators, and compliance with the guidelines was consistent among the centers. The educators agreed that formulation of objectives, evaluation, research, planning, and postconference activities were extremely important in program implementation. Centers practiced most frequently those guidelines which were purely descriptive, one example being the guideline pertaining to development of program content of at least freshman-sophomore college level. Correlations between guideline ratings and actual practices were negative; correlations between rankings of functions and the actual practice thereof were low but positive. (author/ly)

ED 023 059 AC 003 074

Royce, Marion
The Continuing Education of Women; Some Programs in the United States of America.
Ontario Inst. for Studies in Education, Toronto.
Dept. of Adult Education.

Pub Date 68

Note-166p.

EDRS Price MF-\$0.75 HC-\$8.40

Descriptors—*Adult Counseling, *Adult Education Programs, Colleges, Community Colleges, Educational Finance, Equivalency Tests, Organizations (Groups), Participant Characteristics, *Program Descriptions, Program Evaluation, Research, Testing, Universities, *Womens Education

The Department of Adult Education of the Ontario Institute for Studies in Education is involved in a project to document programs and services in continuing education for women in other countries as a frame of reference for policies that would facilitate more adequate provision for such education in Canada. Included in this document are descriptions of selected programs in the United States chiefly concerned with occupational preparation or upgrading and largely in occupations traditionally considered female, with practically unanimous acceptance of the key role of counseling. Many programs involve research to evaluate program effectiveness and to determine equivalency of life experience and formal educational experience. Eighteen programs at colleges and universities are included, such as Barnard, Cornell, Oakland, Radcliffe, Sarah Lawrence, Syracuse, and Wisconsin. Five community college programs include Cuyahoga, Corning, and Hudson Valley. Also described are programs of the Council for the Continuing Education of Women (Miami, Florida), the National Council of Negro Women, New York State Guidance Center for Women, and Women's Talent Corps. (pt)

ED 023 060 AC 003 110
Promoting the Placement of Older Workers.

Organisation for Economic Cooperation and Development, Paris (France). Social Affairs Div.

Pub Date 67

Note—99p.

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (\$2.30).

Document Not Available from EDRS.

Descriptors—Educational Disadvantage, *Employment Services, Followup Studies, National Programs, *Older Adults, Publicize, Skill Development, *Special Services, *Unemployed, Vocational Adjustment, *Vocational Counseling, Vocational Rehabilitation

Identifiers—*Organisation for Economic Cooperation and Development

Many older job seekers are victims of prejudice, workers in declining industries or areas, workers with out-of-date skills, poorly educated, or handicapped by attitudinal problems. Careful publicity helps make jobs available and aids in adjustment for older workers. The older worker should be offered special employment services only when he cannot find a job through normal channels; special counseling should motivate the client, while rebuilding his self respect; and special services such as tests and vocational rehabilitation should supplement counseling. Followup of the client's vocational plan should see if it was carried out and if the client and employer are satisfied with the client's progress and work. Older workers can be retrained for new skills especially if speed of training progresses at an appropriate level. Employment offices should be told of any developments affecting older workers' employment as soon as possible; regular visits to employers by an employment counselor also help develop job opportunities. A national employment service should become the chief source of aid for both worker and employer. (References are included.) (jf)

ED 023 061 08 AC 003 131
Rogin, Lawrence Rachlin, Marjorie

Survey of Adult Education Opportunities for Labor; Labor Education in the United States. Final Report.

American Univ., Washington, D.C. National Inst. for Labor Education.

Bureau No—BR-6-2262

Pub Date Sep 68

Grant—OEG-2-7-062262-1918

Note—329p.

Journal Cit—IAR—Research Bulletin; v8 n2 Feb 1968

EDRS Price MF-\$1.25 HC-\$16.55

Descriptors—*Continuing Education Centers, Instructional Staff, *Labor Education, *Labor Unions, Libraries, National Organizations, *National Surveys, Participation, Program Descriptions, Program Length, Public Schools, Reli-

gious Cultural Groups, Research, Residential Programs, State Universities, *Universities

In the United States, most labor education is conducted by labor unions and university centers; it is not universally available throughout the country, but rather concentrated in the industrial northeast and middle west. National unions representing about half of the labor unionists conduct most of the education; they determine their own activities and only a few run major programs. Some education is run by local unions, the national AFL-CIO, and its state and local affiliates. Twenty-seven university centers, mostly located at state universities, conduct programs; but most labor education is at least union sponsored; programs provide training in union skills or education about unionism. It is usually in short, self-contained units, conferences, short courses, and brief residential schools but there are some longer residential programs and some continuing education courses, especially in the social sciences. Recent changes include more continuing study, more broad social issues, more sophistication in methods, more staff training, and more university centers and unions supporting education. (authors/ly)

ED 023 062 AL 001 192

Broadbent, D.E.

Notes on Current Knowledge Concerning the Psychology of Learning Modern Languages.

Medical Research Council, Cambridge (England).

Applied Psychology Research Unit.

Pub Date [67]

Note—10p.

Journal Cit—Manpower and Applied Psychology; v1 n2 p148-157

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Bilingualism, Linguistic Theory, *Psycholinguistics, *Psychology, *Second Language Learning

This paper begins with some main conclusions put forth by the author—(1) Very little has been published directly in the area of the psychology of language learning, (2) The very large amount of expertise and opinion-based activity among language teachers (which is based on assumptions about human behavior and which seems to work) would not come up to the scientific standards of a "purist psychologist," and (3) A large number of areas of general psychology are of relevance, but the full implications have not been worked out in the special situation of language learning. The author documents his first conclusion with three independent sources of bibliographical information. He discusses his other views on educational practices in language teaching, and presents brief descriptions of the various fields of investigation and different theoretical approaches in England and the United States. Studies of the role of meaning in learning languages, the optimum point of introduction of grammar, and the development of perceptual discrimination are suggested fields "worthy of further pursuit." (AMM)

ED 023 063 AL 001 286

Azzouz, Azzedine And Others

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 1 No. 3 1967.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 67

Note—38p.

Available from—Agence Tunisienne de Public Relations, 6 Rue de Hollande, Tunis, Tunisia.

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Arabic, Cultural Centers, Cultural Factors, Educational Principles, Educational Problems, Educational Programs, Educational Theories, English, French, *Instructional Materials, Islamic Culture, Religious Cultural Groups, Second Language Learning

Identifiers—*Maghreb

This annotated compilation of 108 educational publications in Arabic, French, and English includes texts and data on elementary and secondary school curricula in the Maghreb countries (Tunisia, Morocco, Algeria, and Libya). Categories in this bibliography include—(1) Philosophy and Theory of Education, (2) Administration of the Educational System, (3) Educational Statistics,

(4) Structure of Educational Organization in North Africa, (5) Educational Organization, (6) Adult Education, (7) Teacher Training, (8) Teaching Aids, (9) Religious Education, (10) Artistic Education, (11) Special Education, (12) Cooperation, and (13) Special Problems. (AMM)

ED 023 064 48 AL 001 339

Compagny, Emmanuel

Problems Psychopedagogiques des Laboratoires de Langues: Premiere Partie (Psychopedagogical Problems of Language Laboratories: First Part).

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1784

Pub Date 1 Feb 68

Contract—OEC-3-6-061784-0508

Note—122p; Report included in Studies in Language and Language Behavior, Progress Report No. VI (Text in French).

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors—*Audio Active Laboratories, Audiolingual Skills, Auditory Discrimination, Aural Learning, Educational Psychology, Feedback, Language Instruction, *Language Laboratories, Language Laboratory Equipment, Language Laboratory Use, Learning Processes, Listening Comprehension, *Second Language Learning, Teacher Role, Teaching Methods

This is the first half of a two-part study of psychopedagogical problems in the language laboratory. A study of technical problems will follow. Major attention is directed to divisions of work (unities, elements, and phases), deferred comparison, deferred master control, audio-active feedback, the acquisition of new auditive processes, elimination of internal conduction, and returns in the audio-active processes. Other subjects treated include modes, error, teacher intervention, master control in different laboratories, teacher role (in laboratory and class), normal auditive perception, and neutralization of internal conduction by the audio-active process. Factors of audition, discrimination, auto-audition, and production are considered in the learning of foreign languages. (AF)

ED 023 065 AL 001 364

Class, Elizabeth And Others

Some Copula Patterns in Standard Swahili.

Pub Date Mar 67

Note—23p.

Available from—Institute of Swahili Research, P.O. Box 9184, Dar es Salaam, Tanzania.

Journal Cit—Swahili: Journal of the Institute of Swahili Research; v37 n1 Mar 1967

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Deep Structure, *Grammar, Intonation, Language Patterns, Morphology (Languages), Standard Spoken Usage, Structural Analysis, Surface Structure, *Swahili, Syntax, Verbs

Identifiers—*Copula Patterns

This is an outline of the major characteristics of sentences like "Ali alikuwa mwalimu" (Ali was a teacher), "Ali ni mwalimu" (Ali is a teacher), and the numerous pattern variations demonstrated by such sentences. Constructions of this kind are traditionally called copula constructions, and have been classified in terms of (1) predication with a verb, and (2) predication without a verb. The purpose of this study is primarily to investigate whether the elements mentioned under (2) are in fact sufficient to account for copula constructions without the morpheme "-w-," and what combinations of elements are possible. The second part of this outline discusses the structure of and restrictions on nominal expressions in copula sentences. The third part deals with word order, and the fourth with intonation patterns. (AMM)

ED 023 066 AL 001 365

De Lany, Milan G.P.

A Phonological Contrastive Analysis: North American English—Standard Swahili.

Pub Date Mar 67

Note—22p.

Available from—Institute of Swahili Research, P.O. Box 9184, Dar es Salaam, Tanzania.

Journal Cit—Swahili: Journal of the Institute of Swahili Research; v37 n1 Mar 1967

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—African Languages, *American English, *Contrastive Linguistics, Phonemes, *Phonology, Standard Spoken Usage, *Swahili

Identifiers—Lingua franca

Swahili, a Bantu language, is a lingua franca serving an estimated 45 million inhabitants in Africa as "the language of culture, education, and communication." The author, who has spent 35 years in East Africa, notes the regional variations in Swahili, and the standardization which is taking place throughout East Africa. The Institute of Swahili Research, formerly the Inter-Territorial Swahili Language Committee, is engaged in setting up a Standard Swahili acceptable to the great majority, and in encouraging a high grade of Swahili literature. The contrastive phonological analysis of Swahili-English presented in this paper is based on the Standard Inter-Territorial Swahili of East Africa. It is intended to be a practical study and analysis of help to English-speaking students who are learning and studying Swahili. (AMM)

ED 023 067**AL 001 366**

Harries, Lyndon
Style in Swahili.
Pub Date Mar 67
Note-7p.

Available from—Institute of Swahili Research,
P.O. Box 9184, Dar es Salaam, Tanzania.

Journal Cit-Swahili: Journal of the Institute of
Swahili Research; v37 n1 Mar 1967

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—*Composition (Literary), *Composition
Skills (Literary), *Interference (Language
Learning), *Language Styles, Literary Analysis,
*Swahili, Syntax

The purpose of this article is to suggest that there are standards of style in Swahili which every writer, whatever his ethnic origin, should be expected to observe. The changing linguistic situation does not give to any writer freedom to write in Swahili without regard to established standards. There is such a thing as style in Swahili. Knowledge of Swahili vocabulary is not by itself evidence that an African can write with good style in Swahili. Some Africans, even today when there is a turning-away from Arabic borrowings, like to employ Arabic words in order to convince their readers of their knowledge of Swahili. Such words of Arabic origin are sometimes employed where the Swahili themselves would prefer the Bantu equivalent, if there is one. Some African writers have a good understanding of Swahili grammar, but very little idea as to how in fact the Swahili people express themselves. A sentence may be grammatically correct, but still be unacceptable, because the phrasing or syntax is not according to Swahili practice. (The author comments on two Swahili narratives which depart from normal Swahili usage.) (Author/AMM)

ED 023 068**AL 001 367**

Patel, R.B.

Etymological and Phonetic Changes among
Foreign Words in Kiswahili.

Pub Date Mar 67
Note-6p.

Available from—Institute of Swahili Research,
P.O. Box 9184, Dar es Salaam, Tanzania.

Journal Cit-Swahili: Journal of the Institute of
Swahili Research; v37 n1 Mar 1967

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Diachronic Linguistics, *Etymology,
Phonetics, *Swahili

The author considers the etymological sources and phonetic changes which have occurred in such words as "bangi," "butu," "kalua," "mrutu," and "sambarau." The source of these words, which have found a place in Swahili, has been doubted or could not be established by compilers of different Swahili dictionaries. The author feels that the study and consideration of these various words very clearly indicate that those foreign words in Swahili whose derivation has not been clearly established may have their origin somewhere else than in East Africa. "It therefore becomes necessary and of the utmost importance for the furtherance of Swahili studies to compile various dictionaries of other languages which have had connections with this lingua franca of East Africa." Suggested by the author are the compilation of Arabic/Swahili, Swahili/Arabic; Persian/Swahili, Swahili/Persian; and Gujarati-Hindi/Swahili, Swahili/Gujarati-Hindi dictionaries. (AMM)

ED 023 069**AL 001 368**

Knappert, Jan

Some Notes on the Locative -Ni in Swahili.

Pub Date Mar 67
Note-6p.

Available from—Institute of Swahili Research,
P.O. Box 9184, Dar es Salaam, Tanzania.

Journal Cit-Swahili: Journal of the Institute of
Swahili Research; v37 n1 Mar 1967

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Linguistic Patterns, *Morphology
(Languages), Structural Analysis, *Suffixes,
*Swahili

Identifiers—Case

The ending "-ni," a productive morpheme which can be affixed to Swahili nouns, has been called the "locative" by most grammarians. While the author does not object to this term, he does not agree with Sacleux and Seidel, who call it a case. In some Indo-European and Altaic languages, the author argues, the locative is a case in the proper sense of the word. It is not, for example, a nominative or accusative. In other words, a noun in the locative case can never be used with subject or object function, only with adverbial function. Instances of the use of "-ni" as subject, object, and in prepositional and adverbial expressions are pointed out. (AMM)

ED 023 070**AL 001 386**

Whitaker, Harry A.

Stylistic Tone-Changing Rules in Thai.

Pub Date [26 Jul 68]

Note-10p.; Paper read at Linguistic Society of
America Meeting, July 26, 1968, as Some Con-
sequences of Assigning Acoustic Correlates to
Thai Tone Features.

Document Not Available from EDRS.

Descriptors—Descriptive Linguistics, Distinctive
Features, *Morphemes, *Phonology, Standard
Spoken Usage, Structural Analysis, Suprasegmentals,
*Thai, *Tone Languages

Identifiers—Wang Marking Conventions

The tone-changing rules in Central (Standard) Thai are traditionally analyzed as having five contrasting tones—mid, low, high, falling, and rising. (Abramson's graph of the fundamental frequency variations for single vowel Thai syllables illustrates these five tones.) Theoretically, each tone may be part of any Thai syllable. Any Thai syllable may be potentially five different morphemes, with the following restrictions—single vowel syllables ending in a stop have only high or low tones and geminate vowel syllables ending in a stop have only falling or low tones. Data is presented (in phonemic transcription) which suggests that there are several optional or stylistic tone-changing rules in Thai which are conditioned by the style and tempo of speaking. That is, these tones distinguish a careful isolative style from a more rapid combinative style of speaking. The author discusses Wang's matrix of seven features and 13 tones which may be used to describe any tone language. He feels that although Wang's proposal works "quite well in this area of Thai phonology and the correlation between the phonologically optimum representation and the acoustically most plausible is interesting," further investigation is needed. This paper will appear in *UCLA's Working Papers in Phonetics*, Fall, 1968 issue. (AMM)

ED 023 071**AL 001 396**

Stevick, Earl W.

Verb Tones in Ganda.

Pub Date 26 Jul 68

Note-11p.; Paper presented at Linguistic Society
of America Summer Meeting, Urbana, Illinois,
July 26, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Deep Structure, Descriptive Lin-
guistics, *Ganda, Suprasegmentals, Surface
Structure, Syllables, *Tone Languages
Identifiers—Bantu Languages, Moras,
Morphotactics

The morphotactics of Ganda have been particularly troublesome to linguists trying to describe the tonal structure of Bantu languages. Ganda has three surface tones, and changes in the surface tones parallel changes in grammatical function only part of the time. The author has found that a description of Ganda tones becomes manageable if instead of comparing surface patterns the linguist looks for underlying entities and a set of ordered rules. This paper reports on (1) the kinds of units and rules that are needed for Ganda and (2) suggests some implications for comparative Bantu tonology. (DO)

ED 023 072**48****AL 001 409**

Anthony, Edward M. And Others

Foundations of Thai. Book II.

Pittsburgh Univ., Pa.

Spons Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No-BR-7-0045

Pub Date Jun 68

Contract-OEC-1-7-070045-2639

Note-568p.; In three sections, Part 1 (286p.),

Part 2 (274p.), and Final Report (8p.).

Available from—Dr. Udom Warotamasikkhadit,
225 Sukhumvit 31, Bangkok 11, Thailand.

EDRS Price MF-\$2.25 HC-\$28.50

Descriptors—*Audiolingual Methods, Audiolingual
Skills, Cultural Context, *Language Instruction,
*Pattern Drills (Language), Reading Materials,
Tape Recordings, *Thai

Identifiers—Bangkok Dialect

This text is intended for use in second-year university level Thai courses after completion of "Foundation of Thai, Book I" (ED 014 690, ED 014 691) in the first year. Twenty lessons comprise the core of the text. Much carefully selected material is introduced in the dialogs, and each dialog is followed by a list of new expressions appearing in it. The teacher may wish to make judgements about which items are to be presented for recognition and which are to be presented for both recognition and production. A key to suggested techniques for dialog presentation is always included. New patterns, whether lexical, grammatical, or both are regularly presented in frames which graphically contrast the points at issue. Following pattern drills are aimed at making the choices outlined in the frames automatic. Appended are (1) a selective grammar review, (2) grammar addenda, and (3) miscellaneous addenda on the Thai writing system. Over twenty hours of tapes accompany the course. Persons interested in copying the tapes should write to the Department of General Linguistics, 312 Flannery Building, University of Pittsburgh, Pittsburgh, Pennsylvania 15213. (DO)

ED 023 073**AL 001 420**

Bailey, Beryl Loftman

Some Aspects of the Impact of Linguistics on Lan-
guage Teaching in Disadvantaged Communities.

National Council of Teachers of English, Cham-
paign, Ill. Commission on the English Lan-
guage.

Pub Date May 68

Note-10p.; Article in "On the Dialects of Chil-
dren" (a reprint from Elementary English).

Available from—National Council of Teachers of
English, 508 South Sixth Street, Champaign, Ill.
61820 (5.75).

Journal Cit—Elementary English; v45 n5 May
1968

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Creoles, *Disad-
vantaged Youth, *English Instruction, Gram-
mar, Interference (Language Learning), Lan-
guage Arts, *Language Instruction, Language
Programs, Negro Dialects, Negro Students,
Nonstandard Dialects, Phonology, *Tent

Every child entering elementary school has acquired an adequate control of the basic structures of some language system. The English teacher must tailor his goals and methods to exploit this competence. The basic linguistic system which has been internalized by children who speak non-standard English is different enough from standard English to require a specialized approach to English teaching. In the author's discussion of her work with prefreshmen at Tougaloo College in Mississippi, she points out some of the more salient features of Negro dialect which are more like the English-based Creoles than standard English. (The Creole languages express possessive relationship, number distinction in nouns and verbs, past tense in verbs, and cases of pronouns by different means than the Indo-European languages.) Unless teachers understand that this is a valid system with its own grammatical rules, they cannot intelligently guide the children into an acquisition of the new system that is so much like their own that the possibility of linguistic interference increases at every turn. It is not imperative that teachers become linguists, but it seems "mandatory" that those who work with non-standard speakers should be required to have an introductory course in linguistics to alert them to the pervasive nature of some of the problems, and to provide them with the minimum necessary tools for coping with some of them. (AMM)

ED 023 074**AL 001 424**

Rivers, Wilga M.

Contrastive Linguistics in Textbook and Class-
room.

Georgetown Univ., Washington, D.C. School of Language and Linguistics.

Pub Date 68

Note-8p.; Article in Report of the 19th Annual Round Table Meeting on Ling. and Lang. Studies, Contrastive Linguistics and Its Pedagogical Implications.

Available from-Publications Department, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (Monograph Series No. 21, \$2.95).

Document Not Available from EDRS.

Descriptors--*Contrastive Linguistics, *Interference (Language Learning), *Language Instruction, *Second Language Learning, Teaching Methods, Textbook Standards, Translation

The need for a contrastive approach in foreign language teaching has long been recognized, but in the construction of textbook materials and in classroom practice it has rarely been realized. For pedagogical purposes a useful distinction can be drawn between difference and contrast. Differences can be taught as new items of knowledge, whereas native language interference must be combated in areas of contrast. Contrasts should be taught explicitly not etically, that is, the structural element or the cultural manifestation should be studied as it functions in the foreign language system, not merely at the points where it contrasts with native language usage. Degree of difficulty may be estimated by the number of elements in contrast, but this criterion does not necessarily apply in the classroom where learning is facilitated if structures can be practiced in an active situation by students who have been prepared for the contrastive nature of language study. Translation may appear to be an excellent exercise in language contrast; it is, however, valuable only at an advanced level of study when students have a wide enough knowledge of the functioning system of both languages to find close meaning equivalents for stretches of discourse rather than small segments, and to explore the full range of contrast. (Author/JD)

ED 023 075 AL 001 464

Riegel, Ruth M. Riegel, Klaus F.

The Effects of Word Frequency, Need for Achievement, and Instructional Sets upon Word Recognition Thresholds of Young and Old Subjects.

Michigan Univ., Ann Arbor. Center for Human Growth and Development.

Spons Agency-National Inst. of Child Health and Human Development, Bethesda, Md.

Report No-R-46

Pub Date 15 Jan 68

Note-15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors-Achievement Need, Adult Characteristics, Experience, Learning Experience, *Learning Motivation, Older Adults, Tachistoscopes, Teenagers, Verbal Stimuli, Visual Stimuli, *Word Frequency, *Word Recognition

Identifiers--*Recognition Thresholds

Eighteen young (almost 16 years of age) and 18 old (average age 70) subjects were assigned to either the control or one of two experimental groups on the basis of their age, sex, vocabulary, and need for achievement scores. All participated in a test session and two experimental sessions. Results indicate that: (1) Items that have been often experienced and are repeatedly represented in the storage system of a subject are recognized faster than items that have been experienced less often. (2) For subjects with large accumulated repertoires (old subjects), the effects of experience with new items of varying frequencies will be relatively less marked than for subjects with smaller repertoires (young subjects). Keeping all other factors constant, their recognition thresholds for such new items are higher than for young subjects. (3) There seem to be age differences in long term need states as measured by the need for achievement test. Old subjects seem to rearrange items at a lower speed than young subjects and consequently have lower achievement test scores. (4) Need-arousing instructions hinder the performance of old subjects, but improve the performance of young ones. Because of their large storage, old subjects seem to become confused rather than being supported by this influence. The authors also discuss the need for further research and the implications of such research. (DO)

ED 023 076 AL 001 470

DRUKER, Joseph F. Hagen, John W.

Developmental Trends in the Processing of Task-Relevant and Task-Irrelevant Information.

Michigan Univ., Ann Arbor. Center for Human Growth and Development.

Spons Agency-National Inst. of Child Health and Human Development, Bethesda, Md.

Report No-R-43

Pub Date 20 Apr 68

Note-19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors-Child Development, Grade 4, Grade 6, Grade 8, Information Processing, Perception Tests, *Perceptual Development, Questionnaires, *Visual Discrimination, *Visual Perception

The role of perceptual discrimination in the development of the ability to selectively process information was investigated. Using an incidental learning paradigm, the discriminability between relevant and irrelevant stimuli was experimentally varied in two ways: (1) contiguity versus non-contiguity in spatial arrangements and (2) alternating versus non-alternating arrangements. The subjects were 80 children in each of the fourth, sixth, and eighth grades. It was concluded that the development change responsible for selective information processing did not involve improved visual discrimination. A post-test questionnaire revealed that older subjects were characterized by more efficient encoding and rehearsal strategies which were postulated as the basis for the older subjects' relatively better ability to selectively process information. This paper comprises a report in "Development of Language Functions, A Research Program-Project (Study C: Development of Selective Attention Abilities)." (Author/DO)

ED 023 077 AL 001 516

Spolsky, Bernard

Language Testing: The Problem of Validation.

Teachers of English to Speakers of other Languages.

Pub Date Jun 68

Note-7p.; Paper presented at the TESOL Convention, San Antonio, Texas, March 1968.

Available from-TESOL, Institute of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (\$1.50).

Journal Cit-TESOL Quarterly; v2 n2 Jun 1968

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors-*English (Second Language), *Language Tests, *Test Validity

Foreign language tests fall into two classes, according to their purposes. The first class, tests used for the control of instruction, may be achievement or diagnostic tests. The second class of tests, used in the control of a person's career, may be concerned with what the subject can do, or what he should be able to do in the future. The temporal distinction is less important than the major functional one; exactly the same test can serve as a diagnostic test before some material is taught, and as an achievement test after. Similarly, proficiency tests are generally used as predictors of future performance. The author suggests using a functional definition of levels which would test ability to operate easily and effectively in specified sociolinguistic situations (rather than attempting to characterize levels of knowing a language in terms of grammatical and lexical mastery). As in all testing, the central problem of foreign language testing is validity. With tests of the first class, this problem is not serious, for the textbook or syllabus writer has already specified what should be tested. With tests of the second class, it remains a serious difficulty, for no way has yet been found to characterize knowledge of a language with sufficient precision to guarantee the validity of the items included or the type of tests used. (AMM)

ED 023 078 AL 001 517

Wardhaugh, Ronald

Linguistics, Psychology, and Pedagogy: Trinity or Unity?

Teachers of English to Speakers of other Languages.

Pub Date Jun 68

Note-8p.; Paper presented at the TESOL Convention, San Antonio, Texas, March 1968.

Available from-TESOL, Institute of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (\$1.50).

Journal Cit-TESOL Quarterly; v2 n2 Jun 1968

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors-*Applied Linguistics, *Educational Psychology, *English (Second Language),

*Language Instruction, Linguistic Theory, Second Language Learning, *Teaching Methods, Teaching Models

In each of three historical periods, an effort was made, conscious or otherwise, to unite the prevailing knowledge of language into a pattern of language teaching. In the "pre-linguistic" period, emphasis was on encyclopedic formal knowledge, grammar-translation, reading, and writing. During the "linguistic" period, the study of language became more "objective" because the prevailing scientific viewpoint valued dispassionate observation of data. Representative of this period is Lado's "Language Teaching," which characterizes the aural-oral, contrastive analysis approach of the 1950's. The goals of linguistics in the last decade, the "contemporary" period, as pursued by Chomsky, Fillmore, and others, are vastly different, with emphasis on understanding the "higher mental process." One result of all this activity is that the linguistic method of language teaching is under severe attack from various sides. We should view with some skepticism, the author warns, a "new pedagogy in which the new linguistics, the new psychology, and the new demands made of our educational system will find themselves welded into a new unity which will have as little theoretical justification as any past unity." We need a new unity "in order to reflect our current characterization of the basic disciplines and to justify what we are doing in classrooms." (AMM)

ED 023 079

AL 001 518

Rutherford, William E.

Deep and Surface Structure, and the Language Drill.

Teachers of English to Speakers of other Languages.

Pub Date Jun 68

Note-9p.; Paper presented at the TESOL Convention, April 1968

Available from-TESOL, Institute of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (\$1.50).

Journal Cit-TESOL Quarterly; v2 n2 Jun 1968

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors--*Deep Structure, *English (Second Language), *Pattern Drills (Language), Structural Analysis, *Surface Structure, *Transformation Generative Grammar, Transformations (Language)

This paper deals with deep and surface structure differences and their implication for language teachers. Examples of similar surface structures and dissimilar underlying structures often presented to students of English for pattern drill are pointed out (e.g., the "it" in "It's easy to speak English," "It's difficult for us," and "It's hot outside," reflects respectively, extraposition, pronominalization, and association with the weather). English as a second language materials are oriented almost invariably toward imparting as a final goal the ability of the student to give phonological shape to surface structures. The author considers mastery of deep structure principles as important, if not more so, since it is these which govern semantic interpretation. Because control by the student over deep structure differences will not take place unless he is aware of them, one of the aims of language pedagogy must be to bring about that awareness. Drills designed to strengthen this unconscious perception will serve also to measure the extent to which English grammar has been internalized. The author suggests that "restatement" and "transformation" type drills provide the most obvious framework for such practice, and that contrasts of this or any other kind must not be attempted unless the paired structures have already been separately taught. See related document AL 001 549. (AMM)

ED 023 080

AL 001 519

Shieh, Francis

A Glimpse of the Chinese Language: Peking's Language Reforms and the Teaching of Chinese in the United States.

Rand Corp., Santa Monica, Calif.

Report No-P-3078

Pub Date Mar 65

Available from-Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151 (AD 612 722.MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors-Asian History, *Chinese, Language Role, Language Standardization, *Mandarin

Chinese, Phonetic Analysis, Phonetic Transcription, *Romanization, *Writing, Written Language

Identifiers—*Old National Phonetic Symbols

This paper is intended to provide "an informative general survey" for those persons interested in Chinese, a language used by 25 percent of the world's population. One of the earliest languages in recorded form, written Chinese has both classical and modern forms. Language reforms in Peking, designed to standardize and simplify spoken and written Chinese, consist of three aspects—(1) simplification of the characters, (2) use of Mandarin Chinese as the popular language, and (3) adoption of a phonetic alphabet to romanize the characters. A history of the written language and a comparison of the three major systems of romanization are presented in this paper. The teaching of Chinese in the United States and opportunities for study are also discussed. Appendices include a comparative key to the romanization systems, a table of simplified characters, an index to Chinese phonetics, a list of Chinese radicals, and a list of the Old National Phonetic Symbols. (AMM)

ED 023 081

AL 001 521

Spreen, Otfried
Psycholinguistic Aspects of Aphasia.

Pub Date Sep 68

Note—19p.; Speech presented at the Annual Meeting of the Academy of Aphasia, Chicago, Illinois, 1966.

Journal Cit—Journal of Speech and Hearing Research; v11 n3 Sep 1968

Document Not Available from EDRS.

Descriptors—*Aphasia, Association (Psychological), Bilingualism, Descriptive Linguistics, Language Handicapped, Mathematical Linguistics, *Psycholinguistics, Transformation Theory (Language), Word Frequency

This paper reviews research and theoretical articles investigating psycholinguistic aspects of aphasia. The major parts of the review include: (1) the concept of regression in aphasic language both on an ontogenetic and a microgenetic level; (2) studies of specific parameters, such as abstractness; (3) the approach of mathematical linguistics; and (4) the types of aphasia described on the basis of linguistic evidence. Appended is a bibliography of the psycholinguistic research in aphasia mentioned in the paper. (Author/DO)

ED 023 082

AL 001 527

Algeo, John
Stratificational Grammar.

Pub Date Mar 68

Note—4p.

Journal Cit—South Atlantic Bulletin; v33 n2 Mar 1968

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Descriptive Linguistics, Grammar, Linguistic Theory, *Models, Morphology (Languages), Phonology, Semantics, *Structural Analysis, *Structural Linguistics, Syntax

Identifiers—*Stratificational Grammar

According to the author, most grammarians have been writing stratificational grammars without knowing it because they have dealt with units that are related to one another, but not simply as a whole to its parts, or as a class to its members. The question, then, is not whether a grammar is stratified but whether it is explicitly stratified. This paper discusses the model of language that is being developed by Sydney Lamb and H. A. Gleason, Jr. It is explicitly stratified and recognizes six strata (hypersememic, sememic, lexemic, morphemic, phonemic, and hypophonemic) grouped into three major structural components of two strata each: semology, grammar, and phonology respectively. Collectively, the strata are a system or code for relating communicative content at the "top" to vocal expression at the "bottom." Each stratum consists of an inventory of its characteristic units or "emes," and a set of tactic rules that specify how the emes combine with one another on that stratum. Finally, strata are connected to one another by realization rules, which describe how the emes of one stratum are linked to those of another. Any text, for example a sentence, exists on all the strata simultaneously. On each stratum the text will be a structure of emes ordered by the appropriate tactic rules, but on each stratum it will differ in structure. In effect, the strata furnish alternate ways of looking at texts of a language. (DO)

ED 023 083

AL 001 535

Vietnamese (Saigon Dialect) Basic Course.

Defense Language Institute, Washington, D.C.

Pub Date Jan 67

Note—2,053p.; 11 vols.

EDRS Price MF-\$7.50 HC-\$102.75

Descriptors—*Audiolingual Skills, Cultural Context,

*Instructional Materials, *Intensive Language Courses, *Language Instruction, *Military Training, Newspapers, Reading Skills, Standard Spoken Usage, Tone Languages, Translation, *Vietnamese, Vocabulary

Identifiers—*Saigon Dialect

This 176-unit, 11 volume course in the Saigon dialect of Vietnamese is designed to train native speakers of English to Level 3 proficiency in comprehension, speaking, reading, and writing Vietnamese. (This scale rates native speaker proficiency Level 5.) The introductory volume presents basic structural features and new vocabulary in dialog form, accompanied by picture cues. Dialog translation, a wide variety of pattern drills, and, in later lessons, question-answer drills and a narrative follow the dialogs. Increasing emphasis is on translation, reading, and vocabulary. The last three volumes of the series provide practice in newspaper reading using illustrated selections from recent publications. General and cultural content are specifically aimed at American military personnel. (AMM)

ED 023 084

AL 001 538

Program Information Sheets on Self-Instructional Language Materials.

Center for Applied Linguistics, Washington, D.C.

Pub Date Sep 68

Note—95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—*Autoinstructional Aids, Course Descriptions, *Curriculum Evaluation, English, English (Second Language), French, German, Greek, Haitian Creole, Hebrew, *Instructional Materials, Japanese, *Language Instruction, Latin, Program Descriptions, Programmed Materials, Programmed Texts, Reading, Reference Materials, Russian, Spanish, Thai

These descriptive information sheets have been compiled by the Clearinghouse for Self-Instructional Language Materials at the Center for Applied Linguistics. They are intended to provide potential program users and other interested persons with detailed information on available program materials in English as a foreign language, English as a native language, reading, and the following languages: French, German, Greek, Haitian Creole, Hebrew, Japanese, Latin, Russian, Spanish, and Thai. Each sheet lists name and author of the text, the publisher, edition, and program availability, price, and other pertinent information such as the type of format, presentation device, program reusability, content and terminal objectives, program organization, response characteristics, student population, course level, prerequisites, completion time, suggested uses, tests of supplementary materials included with the program, and developmental research reports and other literature relating to the program. (AMM)

ED 023 085

AL 001 546

Hall, Robert A., Jr.
An Essay on Language.

Pub Date 68

Note—106p.

Available from—Chilton Books, 401 Walnut Street, Philadelphia, Pa. 19106.

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Descriptive Linguistics, Diachronic Linguistics, *Linguistic Patterns, *Linguistics, *Linguistic Theory, Psycholinguistics, Sociolinguistics, Structural Analysis

The author presents this monograph as essentially a "prise de position" with regard to certain of the central questions in current debates over the nature of human linguistic systems and techniques of analyzing and describing them. While it is presumed that the reader is already acquainted with the issues being debated in linguistics in the 1960's, a short glossary of the most important terms is appended. Chapters are: (1) Non-Linguistic Premises, (2) The "Life-Cycle" of the Idiolect, (3) Language in Society, (4) The Characteristics of Language Structure, (5) The Description of Linguistic Structure, (6) Language Changes—But How?, (7) Language Changes—But Why?, (8) Linguistics and Other Disciplines, and

(9) The Function of Linguistics. A brief conclusion and bibliography (in addition to the glossary) conclude the text. (AMM)

ED 023 086

AL 001 547

Martin, Samuel E.

On the Teaching of Japanese: The State of the Art.

Center for Applied Linguistics, Washington, D.C.

ERIC Clearinghouse for Linguistics.

Pub Date Nov 68

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Bibliographies, Dictionaries, Instructional Aids, *Japanese, *Language Instruction, Language Programs, Material Development, National Surveys, Reference Materials, Romanization, Sociolinguistics, Teacher Education, *Teaching Methods, *Teaching Programs, Textbook Content, *Textbook Evaluation, Textbook Selection, Writing

Until the coming of World War II, little interest was shown in the teaching of Japanese outside Japan except for the elementary schools set up to inculcate the ways of the homeland among the offspring of Japanese emigrants to places like Hawaii, the Pacific Coast of North America, and Brazil. A few European and American universities offered limited instruction, primarily for Orientalists. The author describes the development of teaching materials and programs in Japanese during the 1940's and the ensuing years. His evaluation of major texts is followed by a suggested list of materials suitable for various levels of study. Also cited are common criticisms that have been made of some of the listed works. Current needs of courses for college level are discussed and the programs presently engaged in materials preparation and teacher training are described. Appendix I, "Sociolinguistic Notes on Japanese," and Appendix II, "Works Dealing with the Teaching of Japanese," conclude the paper. (AMM)

ED 023 087

AL 001 548

Perren, G.E., Ed.

Teachers of English as a Second Language: Their Training and Preparation.

British Council, London (England). English Teaching Information Centre.

Pub Date 68

Note—233p.

Available from—Cambridge Univ. Press, American Branch, 32 East 57th St., New York, N.Y. 10022 (\$5.50).

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Education Service Centers, *English (Second Language), English Education, English Programs, Language Teachers, *Teacher Education, *Teaching Methods

Identifiers—Africa, *Great Britain, India

This book brings together summaries of British thinking and experience in the field of teaching English as a foreign or second language. It is partly in the form of reports on successful projects (in Africa and India) drawing out the implications for future practice, partly in the form of more general discussion. Contents include (1) "The Training of Teachers of English as a Second Language in Africa," by J.A. Bright, (2) "Training Teachers of Adults," by H.A. Cartledge, (3) "Advanced Study and the Experienced Teacher," by S.P. Corder, (4) "Teaching Practice," by A.S. Hornby, (5) "Training and Study Centres in Britain," by W.R. Lee, (6) "The Literary Element in Teacher Education," by Bruce Pattison, (7) "Training to Teach in English," by G.E. Perren, (8) "In-Service Training for Teachers of English in Developing Countries," by D.A. Smith, and (9) "Improving the Teacher's Own English," by Peter Stevens. Also included are brief biographical details of the authors and a selected bibliography. (AMM)

ED 023 088

AL 001 549

Rutherford, William E.

Modern English: A Textbook for Foreign Students.

Pub Date 68

Note—482p.

Available from—Harcourt, Brace and World, Inc., 757 Third Ave., New York, N.Y. 10017 (\$7.95).

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Deep Structure, English (Second Language), *Instructional

Materials, *Language Instruction, Phonology, Reading Skills, Speech Skills, Surface Structure, *Transformation Generative Grammar, Vocabulary Skills, Writing Skills

This linguistically-oriented text, based on a transformational-generative approach is intended for advanced, adult students of English as a foreign or second language. The book is "especially strong in (1) explaining patterns and meanings on the basis of the deep structure of English, (2) presenting the structural and semantic correspondence between related sentences, and (3) offering interesting and insightful innovations in drill types with the information presented." The format consists of 20 units (preceded by two preliminary units of optional review material), and may be used for either a two-semester or a three-quarter academic course. Each unit begins with a dialog which introduces new material. Utterance discrimination and utterance contour drills provide practice in phonological perception by contrasting items from the dialog with structures previously learned. A short passage for memorization, based on the dialog, and idiomatic phrases are drilled in varying contexts. The second part of the unit contains grammar points from the dialog, replacement drills, and explication and oral manipulation of the grammar patterns in a wide variety of drills. The third part contains a short reading selection related to the dialog and structural exercises designed to develop writing skill. (AMM)

ED 023 089 AL 001 551

Fishman, Joshua A., Ed. *And Others Language Problems of Developing Nations*. Social Science Research Council, New York, N.Y. Committee on Sociolinguistics. Pub Date 68

Note-521p. Available from-John Wiley & Sons, Inc., 605 Third Ave., New York, N.Y. 10016 (\$12.95)

Document Not Available from EDRS.

Descriptors-Anthropology, Applied Linguistics, Bilingual Education, *Developing Nations, *Interdisciplinary Approach, *Language Development, *Language Role, Languages, Language Standardization, Language Typology, Nationalism, Official Languages, *Sociolinguistics

Most of the papers in this collection were presented at a conference on language problems of the developing nations at Airline House, Warrenton, Virginia in November 1966. This conference was one of the several organized and sponsored by the Committee on Sociolinguistics of the Social Science Research Council in its effort to promote interdisciplinary research and training. The phenomena of the birth and rebirth of nations, peoples, and languages are not only provocative but basic to an understanding of social change, national integration, and language development. The introductory section of this volume presents papers by J.A. Fishman, J. Das Gupta, and C.A. Ferguson. Part II (Language and National Development) contains papers by J.A. Fishman, H. Kloss, D. Rustow, A. Tabouret-Keller, P. Alexandre, C.F. Gallagher, J. Das Gupta, J.J. Gumperz, B. Jernudd, A.A. Mazrui, J.N. Paden, and P.L. van den Berghe. Selections in Part III (Language Planning, Standardization, and Policy) are by R.G. Armstrong, H. Blanc, C.A. Ferguson, E. Haugen, J.V. Neustupny, E. Polome, A. Valdman, W.H. Whiteley, S.A. Wurm, and P. Zima. Part IV (Literature and Education) papers are by J. Bowers, D.H. Burns, L. Harries, R. B. Le Page, H. Passin, C.H. Prator, and J. Rubin. Part V (Integrative Summary) is by J.A. Fishman. Author and subject indexes conclude the volume. (AMM)

ED 023 090 AL 001 552

Wachsope, Robert, Ed. *McQuown, Norman A., Ed.*

Handbook of Middle American Indians. Volume 5, Linguistics.

Spons. Agency-National Science Foundation, Washington, D.C.

Pub Date 67 Note-402p.

Available from-University of Texas Press, Austin, Texas 78712 (\$15.00).

Document Not Available from EDRS.

Descriptors-*American Indian Languages, Anthropology, Culture, Culture Contact, Descriptive Linguistics, Diachronic Linguistics, Glottochronology, *Language Classification, *Language Typology, Lexicology, Morphology

(Languages), Phonology, Sociolinguistics, Syntax

Identifiers-Central America, Mexico

This volume presents a summary of work accomplished since the Spanish conquest in the contemporary description and historical reconstruction of the indigenous languages and language families of Mexico and Central America. Contents are (1) "History of Studies in Middle American Linguistics" by N.A. McQuown; (2) "Inventory of Descriptive Materials" by W. Bright; (3) "Inventory of Classificatory Materials" by M.T.F. de Miranda; (4) Lexicostatistic Classification" by M. Swadesh; (5) "Systemic Comparison and Reconstruction" by R. Longacre; (6) "Environmental Correlational Studies" by S.C. Gudschinsky; (7) "Type Linguistic Descriptions" in (a) Classical Nahuatl by S. Newman, (b) Classical Yucatec (Maya) by N.A. McQuown, (c) Classical Quiche by M.S. Edmonson, (d) Sierra Popoluca by B.F. Elson, (e) Isthmus Zapotec by V.B. Pickett, (f) Huasteca de Jimenez Mazatec by E.V. Pike, (g) Jiliapan Pame by L. Manrique C., and (h) Huasteca Chontal by V. Waterhouse; and (8) "Language-in-Culture Studies" by M. Leon-Portilla. A reference list concludes the volume. (AMM)

ED 023 091 AL 001 553

Kelley, Gerald B. *The Teaching of Hindi-Urdu in the United States: The State of the Art.*

Center for Applied Linguistics, Washington, D.C. ERIC Clearinghouse for Linguistics.

Pub Date Nov 68 Note-24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors-*Hindi, *Instructional Materials, Language and Area Centers, *Language Instruction, *Language Programs, Language Role, National Programs, National Surveys, Official Languages, Reference Materials, Research Needs, *Urdu, Writing

Identifiers-*South Asia

Many Western scholars consider Hindi and Urdu as a single linguistic entity. The author concedes that "in an important sense this is correct." Hindu and Muslim inhabitants of the same village behave like members of a single speech community. However, minor differences in the phonology, grammar, and lexicon are underscored by the differences in the writing systems, by which prose or poetry is identified. Hindi, which uses Devanagari script, is taught only at the college level in the United States. (Exceptions are the Peace Corps programs, not included within the scope of this paper, and the Neglected Languages Program conducted by Boyd-Bowman from S.U.N.Y. at Buffalo.) Because Hindi has no history of traditional teaching practices, universities offering courses in Hindi utilize oral-aural approaches and emphasize competence in speaking. However, beyond elementary level, available materials are very scarce, and not well suited to students of social sciences. These situations apply also to Urdu, which uses Perso-Arabic script, and for which there is even less widely available regular instruction. Also discussed in this paper are needs of students in both of these language areas, overseas centers, summer and undergraduate programs, the writing systems, recommended teaching materials, research priorities, and the role of these two languages in South Asia. (AMM)

ED 023 092 AL 001 554

Sounds of Thai Speech.

Defense Language Institute, Washington, D.C.

Pub Date Jul 66

Note-121p.

EDRS Price MF-\$0.50 HC-\$6.15

Descriptors-*Distinctive Features, Instructional Materials, Language Instruction, *Phonology, Pronunciation, *Structural Analysis, *Thai, *Tone Languages

This treatment of Thai phonology for beginning students begins with a simplified presentation of tones, consonants, and vowels. The descriptions use a minimum of linguistic terminology and the Thai examples appear in phonemic transcription. Following the introductory section on phonology are 18 pronunciation exercises which drill the tones and more difficult sounds. See related document AL 001 555. (AMM)

ED 023 093 AL 001 555

Thai Basic Course.

Defense Language Institute, Washington, D.C.

Pub Date Aug 67

Note-1,812p; 10 vols.

EDRS Price MF-\$6.75 HC-\$90.70

Descriptors-Audiolingual Skills, Cultural Context, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Standard Spoken Usage, *Thai, Writing

These 10 volumes comprise Lessons 1-80 in an introductory course in Thai. The general format, as presented in the first unit, consists of (1) a question-answer pattern drill, which introduces new grammatical structures, (2) a dialog, containing the new structures and vocabulary, (3) a recombination dialog, presenting the new words and patterns in different situations, (4) grammar notes, and (5) a word list. The dialogs throughout are translated, and picture cues are used to accompany the dialogs. The writing system is introduced gradually, with special material to develop reading and writing skills. Additional materials introduced in later lessons provide for guiding free conversation and discussion, and homework assignments. This course is designed to bring the student's proficiency to Level 3 in comprehending, speaking, reading, and writing Thai. (Native-speaker proficiency is Level 5.) See related document AL 001 554. (AMM)

ED 023 094 AL 001 556

Romanian Basic Course.

Defense Language Institute, Washington, D.C.

Pub Date Aug 66

Note-1,750p; 8 vols.

EDRS Price MF-\$6.50 HC-\$87.60

Descriptors-Audiolingual Skills, Cultural Background, Cultural Context, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Military Training, *Romanian, Translation

The "Romanian Basic Course," consisting of 89 lesson units in eight volumes, is designed to train native English language speakers to Level 3 proficiency in comprehension, speaking, reading, and writing Romanian (based on a 1-5 scale in which Level 5 is native speaker proficiency). Volume 1, which introduces basic sentences in dialog form with picture cue illustrations, presents both free and literal translations as well as phonetic transcriptions of the dialogs. A recombination dialog, a reading followed by questions, and drill exercises comprise the format for this volume. Grammatical explications, vocabulary listings for each lesson, and translation exercises are introduced in Volume 2. This general format is followed throughout the series, with a cumulative vocabulary listing at the end of each volume. The eighth and final volume of the course deals with Romania before and after the Second World War. The cultural content is aimed at the special interests of the U.S. military personnel. (AMM)

ED 023 095 AL 001 557

Romanian Special Course, 12 Weeks.

Defense Language Institute, Washington, D.C.

Pub Date Jul 66

Note-829p; 5 vols.

EDRS Price MF-\$3.25 HC-\$41.55

Descriptors-Accelerated Courses, Cultural Context, *Glossaries, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Military Training, *Romanian, Translation, Vocabulary

The format of the first volume in this five-volume accelerated course in Romanian consists of (1) a dialog, which introduces new structures and vocabulary, (2) a dialog translation, (3) grammar drills, (4) a reading, (5) comprehension questions and answers based on the reading, and (6) a vocabulary listing for the lesson. Later volumes include grammar explanations and reading passages gradually increasing in length and difficulty. Volume IV concludes with a verb review and a list of verb paradigms. Volume V comprises a Romanian-English and English-Romanian vocabulary for the course. The general content and cultural context are aimed at the interests of the U.S. military personnel. See "Romanian Basic Course," AL 001 556. (AMM)

ED 023 096 AL 001 558

Burmese Basic Course.

Defense Language Institute, Washington, D.C.

Pub Date Mar 64

Note-1,071p; 5 vols.

EDRS Price MF-\$4.25 HC-\$53.65

Descriptors-Audiolingual Skills, *Burmese, Burmese Culture, *Instructional Materials, *Intensive Language Courses, *Language Instruction,

Military Training, Romanization, Standard Spoken Usage, Tone Languages, Translation, Writing

These five volumes, comprising 65 lesson units, follow the Defense Language Institute audiolingual approach and general format. New materials, introduced in "basic dialogs," are followed by colloquial and literal translations, word lists, and in later lessons, by a variety of drills and reading exercises. A consonant chart and a transcribed list of numerals to provide writing practice are appended in Volume I. Picture cues are appended in Volumes I, III, and IV. (AMM)

ED 023 097

AL 001 560

Babin, Patrick.
Bilingualism; A Bibliography.

Pub Date 8 May 68

Note-33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors: *Bibliographies, Bilingual Education, *Bilingualism

This bibliography is a selected listing of books, monographs, journal articles, unpublished papers, and bibliographies focusing on bilingualism. The 412 entries are arranged alphabetically by author. The list includes only the most significant items with respect to the thoroughness of treatment, or those which illustrate new steps in the development of studies on the subject. (DO)

ED 023 098

AL 001 561

Kocher, Margaret, Ed.
1967-68 Selected Bibliography in Linguistics and the Uncommonly Taught Languages.

Center for Applied Linguistics, Washington, D.C.

ERIC Clearinghouse for Linguistics.

Pub Date Nov 68

Note-79p.

EDRS Price MF-\$0.50 HC-\$4.05

Descriptors: *Bibliographies, Computational Linguistics, *Language Research, Languages, *Linguistics, Linguistic Theory, Literature Reviews, Psycholinguistics, *Research Reviews (Publications), Sociolinguistics, *Uncommonly Taught Languages

This bibliography is a selected listing of approximately 775 books, monographs, journal articles, collections, bibliographies, and unpublished papers on linguistics and the uncommonly taught languages. It includes 119 documents entered by the ERIC Clearinghouse for Linguistics in the ERIC system in 1967 as well as items which have appeared since the publication of the "1966 Selected Bibliography" (see ED 010 693). The entries are classified by major topics (Bibliographies, Collections, General Linguistics, Psycholinguistics, Sociolinguistics, Computational Linguistics, and Uncommonly Taught Languages), and an author index is appended. Some works on commonly taught languages are included for their theoretical significance and a few entries are also given on English for speakers of other languages and English as a standard dialect. (Author/JD)

ED 023 099

CG 002 082

Stanley, Julian C.
Preparing Educational-Research Specialists for School Systems.

Center for Advanced Study in Behavioral Science, Stanford, Calif.; National Research Council, Washington, D.C.

Pub Date 1 Sep 66

Note-18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors: *Educational Programs, *Educational Research, *Educational Researchers, *Program Proposals, Recruitment, *Specialist in Education Degrees

To meet the increasing demand for educational research specialists, the author proposes a graduate level study plan which school systems can initiate. State school systems would recruit students, provide partial financial support, and assure school employment. Emphasis on a short program with a large number of trainees is necessary. To facilitate experimentation between laboratory and classroom, a liaison research specialist would offer support to interns returning to school systems. The program in educational research at the University of Wisconsin stresses interaction between teacher, liaison personnel, and laboratory personnel. Research design and analysis, research implementation, and related research proposals are the focus of study. (NS)

ED 023 100

CG 002 084

Buchanan, Paul C.

Laboratory Training and Organization Development.

New York State Psychological Association, N.Y.

Pub Date 3 May 68

Note-29p.; Paper read at a panel on "Approaches to Leader Development," New York State Psychological Association, New York, May 3, 1968.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors: *Behavior Change, Evaluation, Group Behavior, Interaction Process Analysis, Interpersonal Competence, *Laboratory Training, Learning Experience, Learning Laboratories, Organizational Change, Research Methodology, *Research Reviews (Publications), *Sensitivity Training

This literature review is a supplement to an earlier, extensive review by the author. It shows the increase in laboratory training methods and programs. The studies reviewed are classified as follows: methodology of evaluation, theory development, kinds of learning, factors influencing learning, participant characteristics, and laboratory training in organization development. The review indicates the value of laboratory training for facilitating personal growth and effecting successful organizational development. A need for more research in the area is also evident. (NS)

ED 023 101

CG 002 308

Jones, John D.

A Study of the Relationship between the Student's Socio-Economic Background and his Freshman Year in College.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Apr 68

Note-29p.; Speech presented at the American Personnel and Guidance Association Convention, Detroit, Michigan, April 7-11, 1968

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors: *Academic Achievement, Attitudes, *College Freshmen, Research, *Socioeconomic Background, *Student Adjustment, Values

Identifiers—Educational Opportunities Grant
The general purpose of this study was to examine the influence of the student's background on his performance in terms of academic success and attitude change during his first year in college. In terms of academic success, as reflected by this study, it appears that the students from low socio-economic backgrounds perform better than other students. Their grade point average was higher, the percentage on academic probation was lower and the rate of withdrawals was less. This could reinforce the "Opportunity Program" philosophy regarding financial aid awards on the basis of need. In any event, on the basis of this study, it may be assumed that the student from a low socio-economic background does not find the influence of this background to have an adverse effect on his academic success in college. (AUTHOR)

ED 023 102

CG 002 356

Rose, Harriett A. Elton, Charles F.
Accepters and Rejecters of Counseling.

Kentucky Univ., Lexington.

Note-12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors: Academic Probation, *College Students, *Conformity, *Group Counseling, *Participation, Personal Adjustment, *Personality Assessment, Personal Values, Research

Personality differences between students who accept or reject proffered counseling assistance were investigated by comparing personality traits of 116 male students at the University of Kentucky who accepted or rejected letters of invitation to group counseling. Factor analysis of Omnibus Personality Inventory (OPI) scores to two groups of 60 and 56 probationary male students revealed a major personality trait differentiation along a conformity-nonconformity dimension with additional factors in the total male population being scholarly orientation, nonauthoritarianism, social discomfort, and masculine role. Of 60 students in 1964, 24 accepted and 34 rejected the group counseling invitation. Their OPI scores revealed that the accepters were significantly more nonconforming than the rejecters. Of 56 students in 1967, 22 accepted and 34 rejected the invitation. Their OPI scores revealed that the rejecters were significantly more nonconforming than the accepters. The contradictory results may be due to the differing approach and content of the inviting letter, which appealed to differing individuals. (WR)

ED 023 103

CG 002 364

Hardee, Melvyn D.

The Counseling and Advising Process: Its Many Facets and Applications in the Liberal Arts College.

Wheeling Coll., W. Va.

Pub Date 17 Jun 67

Note-15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors: *Colleges, Curriculum Development, *Faculty Advisors, Philosophy, *Program Coordination, Psychology, *Student Personnel Programs, Technical Education, Testing, Vocational Education

The coordination of student personnel and academic programs is one need of American higher education. The best possibilities for integrating the efforts of student personnel workers and academicians lie in the initiation and maintenance of programs of organized faculty advisement. The applied task of advising and counseling students draws upon five inheritances: (1) the philosophic, (2) the curricular, (3) the vocational, (4) the psychological, and (5) the spiritual. All these legacies have conditioned the college of the present. In the coordination of academic programs and programs of student personnel work, teachers are an important agent, providing students with assistance for their academic problems. The above belief is applied to advising in the liberal arts college with the statement of 10 constructs of faculty advising. (WR)

ED 023 104

CG 002 490

Roehke, Helen J.

The Use of A D Computer Program in Establishing Personality Typology on the MMPI and SVIB.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Apr 68

Note-5p.; Speech presented at the American Personnel and Guidance Association Convention, Detroit, Michigan, April 7-11, 1968.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors: College Students, *Computer Programs, Nurses, *Personality Assessment, *Predictive Measurement, *Success Factors

Identifiers—Minnesota Multiphasic Personality Inventory, Strong Vocational Interest Blank
Various approaches to assessing test score similarity have been used. One form of comparison, encompassing variability in both shape and elevation, is the generalized distance function (D), where D is the difference between two sets of scores. In this methodology, the profile of each member of the sample group is compared with the profile of every other member. The difference between the d score for each scale is calculated and squared. The total represents the profile discrepancies. Computer analysis then identifies profile types. This type of computer analysis is currently being done on freshman nursing students. The tests used include part of the nursing "battery," the Minnesota Multiphasic Personality Inventory (MMPI), and the woman's form of the Strong Vocational Interest Test (SVIB). The study is designed to provide information regarding prediction of success or failure in completing the nursing program. The use of the D methodology is expected to yield actuarial predictive data with practical significance. (IM)

ED 023 105

CG 002 494

Vontress, Clement E.

Cultural Differences: Implications for Counseling.

American Personnel and Guidance Association, Washington, D.C.

Pub Date 10 Apr 68

Note-20p.; Speech presented at the American Personnel and Guidance Association Convention, Detroit, Michigan, April 7-11, 1968.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors: *American Indians, *Counseling, Counselor Training, *Cultural Differences, *Mexican Americans, Minority Groups, *Negroes, Socioeconomic Influences

This paper discusses four cultural minority groups: American Indians, Appalachian Whites, Spanish Americans, and American Negroes. The general characteristics of which a counselor should be aware are emphasized. The cultural ties and the suspicion and anger towards the dominant white culture or "outsider" found in each group hinder counseling relationships. Frequent mistakes of counselors with minority group

clients are outlined. Changes in counselor training and in-service education of counselors are necessary, so that counselors can bridge cultural barriers and become more effective. (NS)

ED 023 106 CG 002 707

Houston, Samuel R. Roscoe, John T.
The Use of the Judgment Analysis Technique in Predicting Success in Graduate Education.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Apr 68

Note-10p.; Speech presented at the American Personnel and Guidance Association Convention, Detroit, Michigan, April 7-11, 1968.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors-Admission (School), *Admission Criteria, *Graduate Students, *Research Projects
Identifiers-Judgment Analysis Technique (JAN)

Graduate schools must develop new criteria for identifying potentially talented individuals. Judgment analysis (JAN) uses a criterion of success, derived from the judgments of a group of experts, for graduate student selection. In considering a number of applicants for a position, a judge examines each applicant's scores for various profile variables or predictors relevant to a particular job. The judge studies the qualifications of each applicant and ranks each by means of an overall score or judgment. Each judgment thus becomes the applicant's criterion score for the set of profile items or dimensions used as predictors. The procedure results in a series of zero-order validity coefficients relating each individual predictor variable to the criterion. A computer analysis procedure reduces the number of judges, until all judges are grouped in a single cluster. Normative JAN and ipsative JAN, two variations of the JAN technique were studied. Normative JAN sought to determine the extent to which a policy regarding graduate admission standards existed among twenty representative faculty members. Each judge ranked the student on the basis of his profile variables. Ipsative JAN used for its criterion variable the judges' rankings or judgments based on personal knowledge as opposed to profile data information. (PS)

ED 023 107 CG 002 756

Mayeske, George W. And Others

Correlational and Factorial Analyses of Items from the Twelfth Grade Student Questionnaire of the Educational Opportunities Survey.

National Center for Educational Statistics (DHEW), Washington, D.C.

Report No-OE-TN-60

Pub Date Mar 68

Note-94p.

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors-Correlation, *Educational Opportunities, *Factor Analysis, *Grade 12, Questionnaires

This report presents the results of correlational and factorial analyses of items from the twelfth-grade student questionnaire of the Educational Opportunities Survey. The correlational analyses were conducted to document the inter-relationships among the items and to serve as a basis for the factor analyses. The factor analyses were conducted in order to reduce the number of variables or items in an empirically meaningful way so that the volume of data processing and complexity of later analyses could be reduced. By empirically meaningful is meant that groups of variables (or factors) would be sought that correlated moderately or highly with one another and low with other groups of variables and that were psychologically or sociologically meaningful groupings. (AUTHOR)

ED 023 108 24 CG 002 757

Lipset, Seymour Martin

Comparative Analysis of Student Activism. Final Report.

Harvard Univ., Cambridge, Mass. Center for International Affairs.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-8289

Pub Date 20 May 68

Grant-OEG-I-7-078298-3144

Note-70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors-Conference Reports, Political Attitudes, Political Influences, Social Factors, *Student Alienation, *Student College Relationship, *Student Participation, Student Role

This is a report on a conference on "Students and Politics" held at the University of Puerto Rico in San Juan from March 27-31, 1967. The purpose of the conference was to bring together scholars from various countries who have been doing research on the nature and causal background of university student participation in politics. Some 36 papers were presented at the conference. A list of participants and the papers presented is attached as an appendix. The various sessions of the conference were set up to discuss different regions. The following represents an effort to integrate the conclusions drawn from the papers and the discussion. (Author)

ED 023 109 CG 002 763

Noblitt, Gerald And Others

Setting Up and Operating a Common Supplementary Measurement and Evaluation Service for Twenty-Three Separate School Units.

American Personnel and Guidance Association, Washington, D.C.

Pub Date 8 Apr 68

Note-19p.; Speech presented at the American Personnel and Guidance Association Convention, Detroit, Michigan, April 7-11, 1968.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors-County School Systems, Measurement, *Program Descriptions, Program Design, Program Development, *School Services, *Supplementary Educational Centers, *Testing Programs

This report describes a standardized testing service for multiple school districts. The testing center of the Wabash Valley Supplementary Educational Center was established through Title III of the Elementary Secondary Education Act (ESEA). The center offers four services to an eight county area: testing materials, scoring, materials development, and educational services. The development and introduction of the testing program in the local schools is discussed. Changes within the local districts due to the standardized program are also presented. (NS)

ED 023 110 CG 002 764

Guidance for Educationally Disadvantaged Pupils.

New York State Education Dept., Albany.

Pub Date 66

Note-33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors-*Counseling Services, *Counselor Role, *Disadvantaged Youth, *Educationally Disadvantaged, Family Relationship

Some characteristics of the disadvantaged child are presented; the low socio-economic family is described; and some of the current myths perpetrated about this segment of society are examined. The disadvantaged child's suspicion of school and his unhappy experiences there require extra effort by the counselor. Ways in which the counselor can begin to explore the problem in his school are presented. Approaches and techniques for use with the disadvantaged child are presented. Major challenges to the counselor include: (a) the development of good home-school relationships, (b) the provision of remedial and tutorial services, (c) the expansion of educational and vocational horizons, and (d) the involvement of the entire educational team to achieve the goal of meaningful education for the disadvantaged child. (IM)

ED 023 111 CG 002 766

Initiating Guidance Services in the Elementary School.

Louisiana State Dept. of Education, Baton Rouge.

Pub Date Jan 68

Note-14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors-*Counselor Role, *Elementary School Guidance, Inservice Education, *Pilot Projects, *Program Development

The elementary guidance program aims at providing developmental, preventive, and remedial services, with the major emphasis on the developmental phase. The experiences in the pilot programs of elementary guidance in Louisiana have demonstrated that effective guidance services in the elementary school are contingent upon an understanding, willing, and ready staff. To bring about this readiness, an in-service training program has been found useful in determining what the elementary program is about, how it can help teachers perform their responsibilities more effectively, and how it can assist students in their development. One of the most effective in-service

training programs has been found to be the child study approach. This involves, primarily, a case study concerned with the gathering of significant data about the child. The roles of various staff members and the kinds of significant information needed in child study are delineated. The elementary counselor serves as a catalyst to the entire faculty in fostering the physical, social, educational, and total personality development of the child. (PS)

ED 023 112 CG 002 768

Guidance and the Underachiever.

State Univ. of New York, Albany.

Spons Agency-New York State Education Dept., Albany. Bureau of Guidance.

Pub Date Sep 67

Note-23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors-Counselor Role, *Disadvantaged Youth, Dropouts, *Guidance Programs, *Program Development, Program Evaluation, *Underachievers

Recent regulations of the Commissioner of Education recognize the need for local school districts in the State of New York to extend existing programs or to develop new ones designed specifically to meet the needs of pupils who fail or underachieve. Guidance counselors contribute importantly to these programs. Some of these ongoing programs, developed to implement these regulations, are described herein. Methods for evaluation of current programs are explored; techniques for the identification of pupils to be served are suggested; the role of the counselor in dealing with these pupils is described; and possible program considerations are offered. (Author)

ED 023 113 CG 002 770

Gibb, Jack R.

Dynamics of Leadership.

United Ministried in Higher Education, St. Louis, Mo.

Pub Date 67

Note-10p.; An Occasional Paper.

Available from-UMHE Publications, P.O. Box 7286, St. Louis, Missouri 63177 (\$0.30).

Document Not Available from EDRS.

Descriptors-*College Administration, *Decision Making, *Group Dynamics, Leadership Responsibility, *Leadership Styles, Speeches, *Student College Relationship

Examined are two types of leadership. The first type is authoritarian or paternalistic and seems appropriate to a world of machines. This is a defensive leadership built on fear and little trust between people. Techniques for control are developed which often produce undesired results such as apathy or resistance. The alternative is emergent leadership, built on trust and confidence in others. Goals and controls come from the group process, rather than the leader. The author suggests these concepts of leadership as particularly challenging to the university. Current student-administration conflicts emphasize the need for participatory or emergent leadership by administrators. (NS)

ED 023 114 CG 002 773

[A Policy Paper Prepared by the United Ministries in Higher Education.]

United Ministried in Higher Education, St. Louis, Mo.

Pub Date May 68

Note-19p.; A Policy Paper.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors-*College Programs, *Policy, Program Development, Program Guides, *Religious Organizations

This paper sets forth the aims and policies of the United Campus Christian Fellowship (UCCF). This organization was formed by five Protestant denominations in 1960 to promote and coordinate the campus ministry. Guidelines for administration, financial implementation, personnel matters, and operation of UCCF on the state and local levels are included. (NS)

ED 023 115 CG 002 785

Proceedings of Second Annual Conference of Occupational Education Guidance Personnel.

New York State Education Dept., Albany.

Pub Date Nov 67

Note-109p.; Proceedings of the Second Annual Conference of Occupational Education Guidance Personnel, Albany, New York, November 14-16, 1967

Available from—Single copies available from Burton Thelander, Supervisor, Bureau of Guidance, State Education Department, Albany, New York 12224

EDRS Price MF-\$0.50 HC-\$5.55

Descriptors—*Conferences, Curriculum Development, *Vocational Counseling, *Vocational Education

This conference report includes major papers on occupational and vocational education. The papers were originally presented as starting points for panel discussions. They cover the following areas: (1) potential pitfalls for counselors in occupational education; (2) the expectations vocational education holds for counselors; (3) the coordination and development of the curriculum; (4) the challenge of placement; (5) occupational education and higher education; (6) guidance growth in Georgia occupational education; and (7) the preparation of occupational education teachers. (IM)

ED 023 116

CG 002 789

Modification of the School Environment through Intervention with Significant Adults. Final Report.

Chico State Coll., Calif. Western Regional Center of the Interprofessional Research Commission on Pupil Personnel Services, IRCOPPS.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Jul 68

Note—165p.; Monograph 7.

EDRS Price MF-\$0.75 HC-\$8.35

Descriptors—*Achievement, *Behavior Change, *Family Counseling, Group Counseling, Parent Participation, *Research Projects, *Student Behavior

This research was based on a counseling model of prevention through attempts to influence the behaviors of significant adults. Group counseling was offered to parents of first-, seventh-, and ninth-grade children during the first year of the project. During the second year group meetings for teachers were conducted. Previous monographs have reported data collected on attitude changes of the participants. This monograph discusses the project's impact on the behavior of children. Significant differences in achievement and school behavior between children of participants and nonparticipants were found. The children of participants had higher achievement test scores, fewer school absences, and fewer behavior referrals. Correlations between parent and counselor perceptions of the experience and child behavior presented a complex picture. Not all favorable perceptions correlated with high achievement as expected. Implications of this model for further research are discussed. (NS)

ED 023 117

CG 002 959

Exploring the Generation Gap in Louisville.

Louisville Univ., Ky. University Coll.

Pub Date 30 Jun 68

Note—25p.; Young Adults Workshops, July 1, 1967 to June 30, 1968.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—*Community Leaders, *Community Programs, Community Study, *Urban Environment, *Urban Youth, *Workshops

The University of Louisville secured a grant through the University of Kentucky as the state agency for Administration of Title I of the Higher Education Act of 1966 in Kentucky to fund a series of young adult workshops sponsored by the Urban Studies Center and University College in cooperation with the Louisville Area Council of Churches and the Louisville Young Adult Project. The workshops' purpose was to expose key persons to contemporary urban problems so as to motivate persons under 30 years of age to become actively involved in positive, constructive organization efforts to effectively cope with contemporary urban problems. By means of a sequence of weekend workshops, 60 clergy and other private organization staff personnel, 60 church and other community organization non-staff key teachers, and 60 young adults identified as potential leaders were (1) to become aware of, and sensitive to, forces of contemporary urbanization, (2) to become acquainted with persons and institutions involved in efforts to cope with the problems of urban life, (3) to become more effective in stimulating responsible participation by community residents under 30 years of age in community organizational efforts to cope with contemporary urban problems. (AUTHOR)

ED 023 118

CG 002 960

Bergan, John R.

Psychological Processes and Pupil Personnel Services.

Interprofessional Research Commission on Pupil Personnel Services, Inc., Washington, D.C.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 68

Note—148p.

EDRS Price MF-\$0.75 HC-\$7.50

Descriptors—*Cognitive Processes, *Emotional Development, *Perceptual Development, Psychological Characteristics, *Psychological Studies, *Student Personnel Work

This report is a study of the operation of psychological processes in children in school, and of the application of knowledge about psychological processes to pupil personnel work. Investigated are three kinds of processes: perceptual, intellectual, and affective. The first seven chapters of the report present theoretical models, literature surveys, and research studies relevant to the study of perceptual and intellectual processes. Chapters eight and nine deal with affect processes; more specifically, with school anxiety. Chapter 10 presents a model for integrating research on psychological processes with pupil personnel work. (AUTHOR)

ED 023 119

CG 002 962

An Affective Behaviors Project Report.

Rocky Mountain Educational Lab. Corp., Denver.

Pub Date Jul 67

Note—20p.; An Occasional Paper.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Demonstration Projects, Educational Attitudes, *Educational Responsibility, *Emotional Development

The major point being made, then, is that we as educators can be far more effective if we can change our attitude toward emotional variables by removing these variables from the realm of ambiguity. The affective components of behavior in education must be seen as essential, rather than supplementary, to the learning process. Devices are being developed which will more effectively and efficiently handle many of the cognitive tasks with which the teacher now concerns himself, but it is most unlikely that a device will ever be developed which can deal as effectively with human emotions as can a human teacher. We ask educators to join us in the study of this important area. (AUTHOR)

ED 023 120

CG 002 978

Extra Pay for Extra Duties, 1967-1968.

National Education Association, Washington, D.C. Research Div.

Pub Date 68

Note—70p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth ST. N.W., Washington, D.C. 20036, Stock 435-13356 (\$1.25).

Document Not Available from EDRS.

Descriptors—*Curricular Activities, Public Schools, *Research, *Teacher Salaries

The practice of adding supplements to teachers' salaries for the guidance of pupil-participating extracurricular activities is widely used. To meet the demand for information on "extra pay for extra duties," a comprehensive study was made, including extra pay for extra duties of both athletic and nonathletic activities. Included are only those activities which occur frequently enough from system to system to justify tabulation of means and medians. The report is comprised of a brief explanatory text, summary tables, and a system-by-system listing of reporting systems. (IM)

ED 023 121

24

CG 002 982

McGuire, Carson

Behavioral Science Memorandum Number 10.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—BSR-M-10

Bureau No—BR-5-0249

Pub Date 66

Contract—OEC-6-10-108

Note—36p.; Includes Addenda to Behavioral Science Memorandum Number 10.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—*Annotated Bibliographies, *Child Development, *Human Development, *Teacher Education

Behavioral Science Memorandum Number 10 was the initial venture into annotating selected books, articles, and monographs for the guidance of busy instructors responsible for teacher education. The responses to the annotated bibliographies have been positive. Apparently some sort of handbook for learning through guided discovery is a possible means of orienting college professors and students in teacher education to the realization that the major objective in the educational encounter is not "soaking up" information for later "selective regurgitation" in examinations but the acquisition of the intellectual capabilities necessary to relate new information as it develops to the underlying principles of a field study. (137 annotated entries.) (AUTHOR)

ED 023 122

CG 003 011

Borgatta, Edgar F.

Some Problems in the Study of Drug Use among College Students.

National Association of Student Personnel Administration, Detroit, Mich.

Spons Agency—Food and Drug Administration (DHEW), Washington, D.C.

Pub Date Nov 66

Note—6p.; Paper presented at National Association of Student Personnel Administrators Drug Education Conference, Washington, D.C., November 7-8, 1966.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*College Students, *Drug Abuse, *Research Problems, *Student Problems

The absence of firm knowledge about the nonintellectual activities of college students requires that care be taken about the information sources accepted and the way in which such information is phrased. A longitudinal study, conducted on the University of Wisconsin Madison campus on the nonintellectual factors in academic success, seeks to discover a broad array of information on self-identified personality characteristics, values, work orientation, expectation for the future, and experience and background. Some information, taken from the study, is presented. The author asserts that administrators should consider drug use on campus in terms of its place among other problems. (P5)

ED 023 123

24

CG 003 014

Predder, Dale J.

New Procedures for Scoring Psychological Measurements (Development of Moderated Scoring Keys for Psychological Inventories). Final Report.

Toledo Univ., Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-E-030

Pub Date Feb 68

Contract—OEC-3-7-070030-2871

Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—Answer Keys, Biographies, *College Bound Students, Item Analysis, *Predictive Validity, Research Projects, *Surveys, Testing

The three major project objectives were as follows: (1) development of procedures for determining the optimum number of subgroups (and hence, moderated scoring keys) required for maximizing the predictive effectiveness of an inventory; (2) development of a single scale for reporting the scores obtained from a set of moderated keys; and, (3) determination of the accuracy of moderated scoring key predictions of college attendance as compared with predictions obtained from conventional keying techniques. Basic data consisted of biographical inventory responses and academic aptitude test scores for approximately 20,500 high school boys. Scoring keys were formed for each of 12 ability level subgroups and various combinations of these subgroups. The keying procedures developed as the primary objective of the project work well when applied to actual data. Although a statistically significant difference in favor of the moderated keys was obtained, academic ability was not found to be an effective moderator variable. However, a hit rate of 77% was achieved by biographical data as a predictor of college attendance versus nonattendance. This rate and the equivalent point biserial correlation coefficient of .60 were substantially higher than the corresponding figures for academic aptitude used alone. (AUTHOR)

ED 023 124 CG 003 019
Izard, Carroll E.

The Emotions as a Culture-Common Framework of Motivational Experiences and Communicative Cues.

Vanderbilt Univ., Nashville, Tenn.
Spons Agency-Office of Naval Research, Washington, D.C.

Report No-NR-TR-30

Pub Date Jul 68

Note-50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors-*Cultural Interrelationships, *Emotional Experience, *Environmental Research, *Motivation

Several important conclusions follow from the assumptions that the fundamental emotions are (a) innate, universal phenomena, and (b) the components of man's principal motivation system. All people have in the fundamental emotions the capacity for a common set of subjective experiences and expressions. These have a special communication value. The communication function facilitates the interpersonal and inter-cultural understanding of the underlying subjective experience. They may serve as a base for interpersonal and cross-cultural understanding. The emotions tend to generate a set of cognitive labels that translate to a corresponding common set of meanings. These theses seem to be corroborated by Thurstone's concept of the role of affect in race attitude scaling and by Osgood's finding that the affective dimension of meaning shows the greatest cross-cultural constancy. These conclusions support an expanded definition of phenomenal field. It was proposed that the subjective culture is determined by innate and socio-cultural factors and by unique person-environment interactions. Since the emotions were considered to be man's principal motivation system and to be motivating experiences, they were viewed as the most fundamental and culture-common aspects of subjective culture and phenomenal field. (AUTHOR)

ED 023 125 CG 003 029

Teague, Dutton, Ed. Buck, Dorothy P., Ed.

Developing Programs in the Helping Services: Field Experience, Methods Courses; Employment Implications.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency-Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date Sep 68

Note-46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors-*Curriculum Development, Employment Opportunities, *Mental Health, *Undergraduate Study, Workshops

The Western Interstate Commission for Higher Education (WICHE), interested in manpower in mental health and related areas, has focused upon encouraging the development of undergraduate programs in the helping services. This first phase has been most effective, and numerous programs have emerged throughout the western states. The emphasis must now be upon strengthening these many new programs which have begun or are emerging. As a first major step in this direction, WICHE hosted a workshop for directors of undergraduate programs in the western states. This workshop focused upon the primary concerns as expressed by the program directors: (1) the effective development of a field experience, (2) rationale for, and considerations in, developing methods courses, and (3) employment considerations for the graduate with a baccalaureate degree. This publication, utilizing the papers from the workshop, was developed to add to the accumulating information, considerations, and approaches in the crucial areas of program development and manpower utilization in the helping services. (AUTHOR)

ED 023 126 24 CG 003 034

Bolvin, John O.

Implications of the Individualization of Instruction for Curriculum and Instructional Design.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-5-0253

Pub Date Mar 68

Contract-OEC-3-16-043

Note-6p.

Journal Cit-Audiovisual Instruction; v13 p238-242 March 1968.

Document Not Available from EDRS.

Descriptors-*Curriculum Design, *Individualized Curriculum, *Instruction, *Instructional Design, *Teachers

The concern of educators for adapting instruction to the needs of individual students is placing more and more demands upon those involved in curriculum and instructional design. The role of the teacher in such a system makes it mandatory that he be provided with well-defined outcomes to be achieved by the learner, information as to what learner characteristics are related to what kinds of learning, sufficient information about each learner in order to assess his abilities, and a well-defined set of alternatives from which to select the means of assisting a learner to attain the goals desired. This would seem to suggest that those responsible for providing the necessary tools and information to the teacher must begin by defining the objectives of the system, then analyzing the inputs in terms of learner characteristics, determining ways of measuring these factors, and defining and describing all the relevant conditions related to the system. In this way only will we be able to generate information to feed back into the system to assist in its improvement. (AUTHOR)

ED 023 127 CG 003 049

Bibliography (On Drugs).

National Association of Student Personnel Administration, Detroit, Mich.

Note-6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors-*Drug Abuse, *Drug Addiction, *Drug Legislation, Health Education, Narcotics

A bibliography of materials on drugs is presented. The book and paper back entries are annotated. Selected technical references are listed under these major findings: (1) dependency, (2) barbiturates, (3) amphetamines, and (4) general pharmacology. (PS)

ED 023 128 CG 003 055

The 1967-68 Salary Survey. A Study of Beginning Offers to Graduate College Students.

College Placement Council, Bethlehem, Pa.

Pub Date Aug 68

Note-35p.

Available from-The College Placement Council, Inc., P.O. Box 2263, Bethlehem, Pennsylvania 18001.

Document Not Available from EDRS.

Descriptors-*College Graduates, *Salaries, *Salary Differentials, *Surveys

The data in this report are presented as a supplement to the regular reports of the College Placement Council Study of Beginning Offers for 1967-1968. Covered are both total and period statistics for the year, together with historical and comparative information dating back to the inception of the Salary Survey (the last nine years for the bachelor's level, seven years for the master's, and four years for the doctoral level). A graphic format is used to provide quick and easy analysis of the data. The survey: (1) reports on salary offers in selected curricula and graduate programs made by selected types of employers in business and industry; (2) obtains data from 120 colleges and universities; (3) is limited to male, graduating students; (4) covers bachelor's, master's, and doctoral degree programs, plus cooperative programs at the bachelor's level; (5) reports only offers made during campus interviews in the recruiting season; and (6) covers offers, not acceptances, with no limit on the number of offers per student. (AUTHOR/PS)

ED 023 129 CG 003 080

Cupp, Marion Fankhauser, Verne

An Exemplary Cooperative in Elementary School Guidance for Small School Districts. First Year Evaluation Report.

Monroe School District Number 103, Wash. Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 31 Dec 67

Note-26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors-Counseling Services, *Elementary School Guidance, *Program Development, *Small Schools

Because there was a need for counseling services in the elementary school, seven districts joined together in a cooperative effort to provide

guidance services. The staff consisted of a project director, four elementary school counselors, a school psychologist, and consultant aid from the college level to serve a population of approximately 2,000 elementary school students. Itinerant services were available to districts on a pro-rata time schedule. Weekly staffings with consultant aid provided for review of activities, re-evaluation, and the establishment of new priorities as necessary. The program attempted to maintain orientation toward every child in the program and recognized the importance of the central role of the classroom teacher. In-service contacts for teachers were facilitated through pre-school workshops, institute days, staff bulletins, and released time for professional meetings. Group counseling was another method which was used to spread the services and maximize the counselor's ability to reach more students. Groups of parents also became the object of the counselor's practices. The first major hurdle encountered was the articulation of the counselor and his contribution into the on-going stream of events where the services had not before been present. Administrators and classroom teachers felt the program was beneficial. (AUTHOR)

ED 023 130 CG 003 099

McGehearty, Loyce

The Case for Consultation.

Corpus Christi Univ., Tex.

Note-8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors-*Consultation Programs, *Elementary School Counseling, *Mental Health

The evolution of new practices designed to extend professional mental health services to a wider group rather than limiting the helping professions to a traditional one-to-one relationship has led to the use of consultation with other caretaking persons. This technique is discussed and its relationship to counseling, particularly in the elementary schools, is explored. The practices evolved during the Interprofessional Relations Commission on Pupil Personnel Services project at the University of Texas and a National Defense Education Act institute are described. (AUTHOR)

ED 023 131 24 CG 003 106

Martin, Donald G.

A Method of Self-Evaluation for Counselor Education. Final Report.

Georgia Univ., Athens. Coll. of Education.

Bureau No-BR-7-D-001

Pub Date 29 Feb 68

Grant-OEG-2-7-070001-3140

Note-89p.

EDRS Price MF-\$0.50 HC-\$4.55

Descriptors-*Counselor Evaluation, *Counselor Training, Empathy, *Evaluation Techniques, Practicum, *Self Evaluation, *Test Construction, Test Validity, Therapeutic Environment

Identifiers-Tennessee Self Concept Scale, Therapeutic Conditions Training, Truax Scales

A pretest-posttest control group design was used to test the value of employing four psychotherapeutic interaction scales for self-evaluation. Self-evaluation of the counselor-offered conditions empathy, positive regard, genuineness and intensity of interpersonal contact during the live counseling sessions of 44 counselors were compared with the supervisor's evaluations of the tape recorded sessions. Findings were: (1) gain in counseling performance was significant on all scales for the experimental group but on only two scales for the control group; (2) the amount of gain for the experimental group was significantly higher than that of the control groups on only one scale (Empathy) (this held true for both experienced and inexperienced counselors); (3) counselor/supervisor evaluations showed highly significant concurrent validity; and (4) basic counselor personality orientations such as self-concept strength and defensiveness generally did not affect accuracy of self-evaluation. (AUTHOR)

ED 023 132 CG 003 108

Shelton, Jev Hill, John P.

The Effects on Cheating of Achievement Anxiety and Knowledge of Peer Performance.

Minnesota Univ., Minneapolis. Inst. of Child Development.

Note-20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*Achievement, Anxiety, *Cheating, *Group Behavior, *Social Influences
Cheating, operationally defined as the falsification of scores on a word construction task, was found, as predicted, to be influenced by achievement anxiety and knowledge of the performance of a peer reference group in 111 high school subjects (Ss). However, achievement anxiety was positively correlated with cheating only when knowledge of reference group performance was provided. Likewise, providing Ss with knowledge of the reference group's superior or inferior performance elicited cheating only at high anxiety levels. The results are interpreted in terms of the general hypothesis that cheating is a response instrumental to the avoidance of aversive social consequences. (AUTHOR)

ED 023 133 CG 003 122
Guidance in the Elementary School.
National Education Association, Washington, D.C.

Pub Date 65
Note—Op.
Available from—Department of Elementary-Kindergarten-Nursery Education, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—*Elementary School Counseling, *Elementary School Guidance, Guidance Personnel, *Information Dissemination

This pamphlet on the role of elementary school guidance was designed for use by individuals affiliated with the elementary school. Because the school is developmental rather than selective, every member of the school staff must possess skills to adapt experiences to meet the student's needs. The study of children is an essential skill involving: (1) knowledge of the scientific principles affecting human development; (2) factual information about the child; and (3) the continuous development, by school personnel, of the skills of the scientific method of solving problems. The needs of exceptional children must be met within the framework of their differences. In facilitating the teaching-learning experience, the teacher is assisted by the following specialized personnel involved in the guidance program: (1) the psychologist, (2) the counselor, (3) the school social worker, and (4) the school administrator. Major trends in elementary school guidance are discussed relative to (a) the services needed in elementary school districts, and (b) some needed guidance programs. Ideas for use in evaluating guidance services throughout the school are summarized in terms of the duties of the school staff and the guidance specialist. (PS)

ED 023 134 CG 003 123
Folsom, Clyde H., Jr.
An Investigation of Holland's Theory of Vocational Choice.

Maine Univ., Orono.

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—*College Students, *Individual Characteristics, *Personality Assessment, Personality Studies

Students who had been administered the College Student Questionnaires, Part-I, were categorized into the six personality types proposed by Holland. Following this procedure, the personality types' mean scores on the seven scales of the College Student Questionnaires were compared in an effort to determine whether or not significant differences existed among the types on the CSQ scales. The results indicated that significant differences did exist among the types on all but the Family Social Status scale. Furthermore, with the exception of the Enterprising type, students within each personality category scored in ways which were consistent with Holland's descriptions of those types. These findings, though not conclusive, do indicate that Holland's descriptions of the six personality types are generally consistent with the ways in which classified students describe themselves on the CSQ scales. (AUTHOR)

ED 023 135 CG 003 124
Friend, John
Vocational Maturity Ratings of Inner-City High School Seniors.
American Psychological Association, Washington, D.C.

Pub Date Sep 68

Note—20p.; Speech presented at the American Psychological Association Convention, San Francisco, August 30-September 3, 1968.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—*High School Students, *Inner City, *Maturation, *Measurement Instruments, Measurement Techniques, Program Effectiveness, *Vocational Development

The present investigation attempted to determine particular vocationally-related behaviors common to second semester seniors in two inner-city high schools, to gather data about these behaviors, to analyze and evaluate these data, and to draw conclusions about the relative vocational maturity of individuals in the study population. Data were gathered in six vocational maturity component areas. School achievement, as measured by grade point averages at two grade levels, emerged as the best predictor of a rating of vocational maturity. More promising for future vocational maturity researchers is the finding that the vocational planning and job knowledge sections of the research instrument emerged as vocational maturity rating predictors almost as powerful as school achievement. This finding provides a basis for direction in the development of other vocational maturity rating instruments. The finding indicates that an assessment of students' vocational-educational plans or lack thereof, and steps taken toward plan implementation, together with an assessment of general job knowledge, would provide a vocational guidance worker with a relatively valid rating of an individual's vocational maturity. (AUTHOR)

ED 023 136 CG 003 128

Jorgensen, Gary Q. And Others

Interpersonal Relationships. Factors in Job Placement.

Utah Univ., Salt Lake City. Regional Rehabilitation Research Inst.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Report No—RRRI-BULL-NO-3

Pub Date Mar 68

Note—117p.

Available from—Regional Rehabilitation Research Institute, 2197 Annex, University of Utah, Salt Lake City, Utah 84112 (free of charge).

Document Not Available from EDRS.

Descriptors—*Interpersonal Relationship, Job Placement, Occupational Guidance, *Rehabilitation Counseling, *Tests, *Vocational Counseling

The Social Vocabulary Index (SVI) and the Interaction Scale (ID) were developed to measure the character and quality of the interpersonal relationships among the participants in the rehabilitation process. This study sought to (1) determine whether the scales were suitable for further research in the rehabilitation of the rural client, and (2) relate the area of interpersonal relationships to the job placement of the rehabilitation client. Testing procedures were outlined to measure the dynamics of the interpersonal relationship between the client and the counselor. Some 88 clients served as the subjects for the study. It was hypothesized that there would be significant differences in the results of the tests given to those clients who obtained their own jobs and those clients who had placement assistance. It was also assumed that these differences would be an indication of the quality of the dyadic relationship between the counselor and his client. For the purpose of data analysis, the research sample was divided into (1) male and female rehabilitants, (2) clients who had placement assistance and those who had obtained their own jobs, and (4) those females who had placement assistance and those who had obtained their own jobs. Implications for the vocational counseling process are given. (IM)

ED 023 137 CG 003 135

Ericson, Richard C. Moberg, David O.

The Rehabilitation of Parolees.

Minneapolis Rehabilitation Center, Minn.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date 67

Note—178p.

EDRS Price MF-\$0.75 HC-\$9.00

Descriptors—*Criminals, *Demonstration Projects, *Personal Adjustment, *Social Services, *Vocational Rehabilitation

This research and demonstration project tested the contributions of comprehensive social, psychological, and vocational rehabilitation ser-

vices to the reduction of recidivism rates, the enhancement of vocational stability and occupational levels, and the personal adjustment of parolees from the Minnesota State Reformatory for Men. The project centered around an experimental design in which offenders released with parole sentences of 18 months or more were randomly assigned to either a control group that received normal services or an experimental group that received comprehensive services during the first year following release. Services to experimental subjects were adapted to fit the unique configuration of each individual's needs. The chief innovations of the project were its comprehensive interdisciplinary-team nature, the emphasis on vocational adjustment as a primary means to total life adjustment, the sophistication of the vocational evaluation process, the commitment to seeking education and training for high-risk clients, the provision of immediate comprehensive post-release services, the release period, and the use of an experimental design to compare outcomes of treated parolees with those of offenders receiving normal parole supervision. In terms of recidivism at one year, the experimental had a better record than controls. (AUTHOR)

ED 023 138 CG 003 137

Locke, Edwin A.

What is Job Satisfaction?

American Psychological Association, Washington, D.C.

Pub Date Sep 68

Note—43p.; Speech presented at the American Psychological Association Convention, San Francisco, California, August 30-September 3, 1968.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—*Job Satisfaction, Speeches, *Theories, *Values

Despite considerable interest in the study of job satisfaction and dissatisfaction, our understanding of these phenomena has not increased substantially in the past 30 years. It is argued that a major reason for this lack of progress is the implicit conception of causality accepted by most psychologists. It is called the policy of "correlation without explanation." The present approach to the topic of job attitudes emphasized a more conceptual approach to the problem. Using Branden's theory of emotions as a starting point, the concepts of satisfaction, dissatisfaction, value, emotion, and appraisal and their interrelationships are discussed. The present theory of job satisfaction is contrasted with previous theories. Data illustrating an approach to satisfaction based on the present theory are given. Other issues discussed are: value hierarchies; the dynamic character of values; overall job satisfaction; the Herzberg two-factor theory; the measurement of satisfaction and values; and rational versus irrational values. (AUTHOR)

ED 023 139 CG 003 138

Neff, Walter S. And Others

A Follow-Up Counseling Program. A Study of the Influence of Continued Counseling on the Employability of Disabled Workshop Trainees. Final Report.

Jewish Occupational Council, New York, N.Y.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Sep 68

Note—154p.

EDRS Price MF-\$0.75 HC-\$7.80

Descriptors—*Demonstration Projects, Group Counseling, Mentally Handicapped, Neurologically Handicapped, Physically Handicapped, *Rehabilitation Counseling, *Vocational Rehabilitation

The essential question to which this research and demonstration project was directed was whether disabled trainees who received a vocational rehabilitation service with a substantial workshop component, and who were helped thereby to enter the labor market, would profit from a subsequent counseling service. It was originally hypothesized that such a post-program service would help the client maintain his employment once he had been assisted to enter or re-enter the labor market. The findings support a conclusion that the introduction of an experimental variable of post-program counseling results in modest but statistically significant differences on three maintenance of employment indices between the experimental and control groups. In

general, it might be said that the trainees increased their employability by about one-fifth of the amount which might be expected without the extended counseling service. In terms of persons, given an experimental sample of 307 individuals, it can be argued that 40 or 50 of these clients might not have obtained any substantial vocational success without the experimental program. (AUTHOR)

ED 023 140 CG 003 143

A Bibliography of Selected Research and Statistical Studies Pertaining to College-Trained Manpower, 1960-66.

College Placement Council, Bethlehem, Pa.

Pub Date Jun 67

Note-58p.

Available from—The College Placement Council, Inc., 35 East Elizabeth Avenue, Bethlehem, Pennsylvania 18018

Document Not Available from EDRS.

Descriptors—*Bibliographies, *College Graduates, *College Preparation, *Manpower Development, *Statistical Studies, Surveys

This annotated bibliography covers studies, surveys, and statistical data relating to college trained manpower. It serves to make known the scope of these source materials as a service to those engaged in placement and recruitment. All the materials contained herein were published from 1960-1966. The material is listed according to subject classification and arranged alphabetically within each category. (IM)

ED 023 141 08 CG 003 144

Guidance Programs and Their Impact on Students: A Search for Relationships between Aspects of Guidance and Selected Personal-Social Variables. Final Report.

Minnesota State Dept. of Education, St. Paul.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No-BR-5-0195

Pub Date 20 Jun 68

Contract-OEC-5-85-035

Note-316p.

EDRS Price MF-\$1.25 HC-\$15.90

Descriptors—*Counseling Effectiveness, *Evaluation, Factor Analysis, *Guidance Programs, Research, *Student Adjustment, *Student Improvement

The major purpose was to begin the search for evidence, almost nonexistent now, of the total impact of guidance programs on the students they serve. The method was to investigate relationships (through intercorrelation) between guidance programs and personal and social variables that are commonly thought to be influenced by guidance efforts, on the assumption that students who have been exposed to varying amounts and levels of guidance should have achieved guidance objectives in varying degrees or numbers. Some 200 indices were used, in 84 schools, with 1,116 seniors plus school staff, graduates, and dropouts. Factor analysis produced a small number of less redundant scales, and regression analysis indicated the best combination of predictors for such outcomes. Relationships were generally very modest, prompting concern as to the impact of formalized guidance. Counselor personality was by far the most related to outcomes. Student and staff satisfaction as outcome was most related to guidance effort. Most other outcomes were more related to environmental factors than guidance. Guidance does help some students in some ways. Counselors should consider more active roles, help change environment to enhance healthy development, develop greater interpersonal sensitivity and skills. Counselor educators, school administrators should support and encourage such roles. (AUTHOR)

ED 023 142 CG 003 145

The Draper E&D Project. Final Report.

Rehabilitation Research Foundation, Elmore, Ala. Draper Correction Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Aug 68

Note-249p.

EDRS Price MF-\$1.00 HC-\$12.55

Descriptors—*Correctional Education, *Corrective Institutions, *Criminals, Experimental Programs, Manpower Development, *Rehabilitation

As did Lorton and Rikers Island, the Draper Education and Development (E&D) Project demonstrated the feasibility of operating a manpower training program in a correctional setting. However, it was demonstrated that education and training per se are not enough to effect the broad changes in inmates required for successful social adjustment. The project also demonstrated that a regular free-world manpower program should not be simply transplanted. Prisoners are a special group of disadvantaged persons; prisons are unique social institutions. Experiences in the Draper project show that successful implementation of a Manpower Development and Training (MDT) program in a state institution is contingent upon: (a) institutional attitude; (b) strong support of correctional management; (c) effective agency coordination; (d) staff training, development, and flexibility; and (e) effective public relations. This volume of the final report on the Draper E&D Project is written from an historical viewpoint in an attempt to synthesize the experiences which have shaped our thinking. A summary of recommendations is found in the final section. (AUTHOR)

ED 023 143 CG 003 147

Muthard, John E. Hutchison, Jack. Cerebral Palsied College Students, Their Education and Employment.

Florida Univ., Gainesville.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.; United Cerebral Palsy Association, New York, N.Y.

Pub Date Jun 68

Note-143p.

Available from—CPCS Study, United Cerebral Palsy Association, Inc., 66 East 34th Street, New York, New York 10016.

EDRS Price MF-\$0.75 HC-\$7.25

Descriptors—*Cerebral Palsy, College Attendance, *Employment Opportunities, *Handicapped Students, Research

Investigated were the problems of college students who have cerebral palsy, and the barriers which may confront them during post-college employment years. Investigated: (1) situations encountered in college, and the methods used to overcome difficulties; (2) the student's evaluation of a college education; and (3) the effect of educational experiences and personal characteristics on post-college employment. A group of young cerebral palsied college students provided the data, describing their post-college and employment experiences. The responses of these individuals were tabulated to secure normative data or permit comparisons with findings from other college student groups. Personal, educational, and vocational characteristics of these students were compared with those of nonimpaired students. Personal, educational, and vocational characteristics of those cerebral palsied students employed in jobs related to education were compared with those employed in jobs not related to education. The major findings and implications are discussed in terms of (1) student characteristics, (2) college problems, (3) education and employment, and (4) parental attitudes. The instruments used in this series of studies and tabulations of statistical findings are appended. (AUTHOR/IM)

ED 023 144 24 CG 003 152

Stallings, Frank H. And Others.

The Development of Alternative Models for the Preparation of Elementary School Guidance Personnel.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No-CEMREL-TR-NO-3

Bureau No-BR-6-2875

Pub Date 67

Contract-OEC-3-7-062875-3056

Note-75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—*Conferences, *Counselor Training, *Elementary School Counselors, *Models, Professional Education

A two-day invitational conference was held in 1966 to consider the development of alternative models for training elementary school guidance personnel. The papers presented at the conference, included here, dealt with: (1) the role and function of the elementary school counselor, (2) unmet needs for pupil personnel services in

the elementary school as seen by a child development specialist, and (3) an appraisal of a program for the preparation of elementary school counselors. Subsequent to the conference, a task force was formed. A number of studies for the task force are summarized. A conceptual model delineating the role of the elementary counselor is presented. The model is followed by some general reactions by the task force to the model. A bibliography is included. (IM)

ED 023 145 24 CG 003 162

Coleman, James S.

Games as Vehicles for Social Theory.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-6-1610

Pub Date May 68

Grant-OEG-2-7-061610-0207

Note-22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Educational Games, *Game Theory, *Simulation, *Social Structure

The relation of games to life in general is discussed, with the suggestion that games constitute an excursion or "time out" from goal-directed activities in life, in which an alternative set of rules are established for a delimited period. A game thus constitutes a short-term parallel to life in general. As such, it acts, for children, as a device through which they explore social organization, comparable to their explorations of the physical environment at an earlier period of life. The use of games by the sociologist constitutes a formalization of this means for learning about social organization. An extended example of the use of a game involving collective decisions is presented to show this role of games in the development of social theory. (AUTHOR)

ED 023 146 CG 003 320

Hechlik, John E., Comp.

Elementary School Counseling and Guidance.

CAPS Current Resources Series.

Michigan Univ., Ann Arbor. Counseling and Personnel Services Information Center.

Bureau No-BR-6-2487

Pub Date Jul 68

Contract-OEC-3-6-002487-1579

Note-167p.

EDRS Price MF-\$0.75 HC-\$8.45

Descriptors—*Elementary School Counseling,

*Elementary School Students, Guidance, Information Processing, *Information Sources,

*Research Reviews (Publications)

This publication is one of a series on current research and resources compiled by the Counseling and Personnel Services Information Center. The literature dealing with elementary school guidance and counseling stresses developmental and preventative procedures for optimizing the learning opportunities and the personal development of elementary school children. Resumes of the selected literature indicate current concerns, programs, research, and resources specifically focused on guidance and counseling in the elementary school. The abstracted materials are indexed by subject and author. Procedures for obtaining complete documents are explained. (IM)

ED 023 147 CG 003 321

Kemp, C. Gratton

Intangibles in Counseling.

Pub Date 67

Note-220p.

Available from—Houghton Mifflin Company, Boston, Massachusetts.

Document Not Available from EDRS.

Descriptors—Behavior Change, *Counseling,

*Emotional Development, Interpersonal Relationship, *Motivation, *Personal Values, Self Concept

This book emphasized the beliefs and values of the counselee which affect the counseling relationship. Philosophical and religious tenets give each person an inner will and choice. Any change in behavior sought through counseling must involve the person's total value system. Such complex intangibles as will, anxiety, love, symbols, and self-concept are considered in terms of the counseling process. (NS)

ED 023 148 CG 003 322

Merritt, Robert T. And Others

Preparing School Counselors in Educational Guidance.

College Entrance Examination Board, New York, N.Y.

Pub Date 67

Note-146p.; Papers presented at an invitational conference in the preparation of school counselors, Chicago, Illinois, February 23-26, 1966. Available from-College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 (\$2.50).

Document Not Available from EDRS.

Descriptors-College Bound Students, *College Planning, Counseling Theories, *Counselor Role, *Counselor Training, *Decision Making. Secondary school counselors need preparation to assist students in college planning. The papers included in this volume focus on the dynamics of college choice, the changes in today's colleges, and the special problems of students in planning for higher education. Emphasis is upon counselor education and the application of vocational development theories, information theory, and decision-making theory to counseling practices. (NS)

ED 023 149 24 CG 003 323

Sells, S.B. And Others

A Taxonomic Investigation of Personality. Conjoint Factor Structure of Guilford and Cattell Trait Markers. Final Report.

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.

Bureau No-BR-5-0772

Pub Date Aug 68

Contract-OEC-5-10-296

Note-288p.

EDRS Price MF-\$1.25 HC-\$14.50

Descriptors-*Adults, *Factor Analysis, *Item Analysis, *Personality Assessment, *Questionnaires

The present investigation involves 600 personality questionnaire items. The 300 Guilford items comprise 78 marker clusters for 15 Guilford factors; the 300 Cattell items represent marker items for 17 Cattell factors. The study involved two major analyses. In the first, the 600 x 600 matrix was factor analyzed by the Principal Factor Method, extracting 18 factors for one rotation, and 15 factors for a second. The second analysis involved two steps. Step one consisted of separate factor analyses and rotations of the 300 x 300 item Guilford and Cattell matrices, in each case including factor loadings for the "other" 300 items. Step two was designed to determine the factors in each matrix after removing the effects of the factor loadings of the "other" set of items in that matrix. All rotations were made by both Varimax and Promax computer programs. Coefficients of congruence were computed between all rotated factors in all analyses. The correlations among items and the factored and rotated results demonstrated, beyond question, that analysis at the item level is highly destructive to the factors previously assembled with inadequate concern for their loadings in large matrices in which a wide range of factors is known to exist. If the results are accepted, the indications for reclassification of at least 400 of the 600 items included in the study are obvious. (IM)

ED 023 150 EA 001 565

Vincent, William S.

Board Members, the Public, and Fiscal Welfare of School Districts.

Columbia Univ., New York. Inst. of Administrative Research.

Pub Date Nov 67

Note-7p.

Journal Cit-IAR-Research Bulletin; v8 n1 p1-6 Nov 1967

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors-*Boards of Education, *Budgets, Educational Background, *Financial Policy, Fiscal Capacity, Occupations, School Budget Elections, *School Districts, *School Taxes, Student Enrollment

The ways in which the following three factors influence a large-city school district's "fiscal performance" are investigated: (1) The educational and occupational status of school board members, (2) the effect of public vote on the budget, and (3) the effect of the size of the school district. A regression of certain budget approval variables, school district size, and wealth and characteristics of school board members was run on 14 measures of fiscal performance for a sample of 529 school districts. Some general conclusions include: (1) The conditions which the legislatures impose upon the local districts influence local fiscal policy, (2) state regulations concerning the process of budget approval affect

the fiscal capability of school districts, (3) the influence of school district size has not been clarified, (4) tax limitation combined with fiscal performance hampers the school district's ability to compete economically with other agencies relying upon public support, and (5) a form of fiscal dependence without tax limitation appears to be the best present method of regulating the fiscal powers of large-city school boards. (HW)

ED 023 151

EA 001 566

Finch, James N.

Testing the Cost Yardstick in Cost-Quality Studies.

Columbia Univ., New York. Inst. of Administrative Research.

Pub Date Nov 67

Note-5p.

Journal Cit-IAR-Research Bulletin; v8 n1 p1-9 Nov 1967

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors-Average Daily Attendance, *Cost Effectiveness, *Costs, *Educational Quality, Elementary Schools, *Expenditure Per Student, Instructional Materials, Instructional Staff, *Methodology, Secondary Schools, Statistical Analysis, Teaching Quality

To discover how costs affect quality, 16 different methods of computing educational costs are developed and correlated with a cluster of "quality related" factors (ORC). Data for the correlation were obtained from 1,055 city school districts in 48 states. The ORC is composed of staffing adequacy variables, measures of teacher quality, and provisions for instructional materials. To study the effect of using various weighting factors in cost-quality studies, the 16 expenditure yardsticks were subjected to weighting which compensated for secondary ADA figures. The best predictor of educational quality was total expenditures less capital outlay and transportation; weighting secondary school pupils did not improve the predictability of the measure. The study questions the validity of the cost measures in cost-quality studies where weighting for secondary school pupils was used. (HW)

ED 023 152

EA 001 567

Vincent, William S.

New Light on the Size Question.

Columbia Univ., New York. Inst. of Administrative Research.

Pub Date Feb 66

Note-7p.

Journal Cit-IAR-Research Bulletin; v6 n2 p4-8 Feb 1966

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors-*Boards of Education, *Educational Quality, Expenditures, *Financial Policy, School Budget Elections, *School Districts, School Taxes, *Student Enrollment

The effects of school size, fiscal independence, fiscal dependence, public vote, and tax limitation on 11 measures of educational quality are investigated. Data obtained from 1,222 city school districts are analyzed statistically. The data substantiate the conclusions of previous observers that excessive school district size reduces the effectiveness of administration in developing and maintaining an adequate "program of education. The critical point of size varies somewhat depending upon the quality factor in question. The major conclusion is that fiscally independent school districts outperform fiscally dependent school districts. Public vote districts exhibit a fiscal performance that is superior both to dependent districts and to independent districts without public vote. Districts with a tax limitation and fiscally dependent districts perform equally well. (HW)

ED 023 153

EA 001 575

Danowski, Charles E.

Two Reference Systems for School Quality Analysis.

Columbia Univ., New York. Inst. of Administrative Research.

Pub Date Feb 67

Note-6p.

Journal Cit-IAR-Research Bulletin; v7 n2 Feb 1967

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors-*Educational Finance, *Educational Quality, *Expenditure Per Student, Instructional Staff, *Organizations (Groups), *School Systems, State Aid, Tax Rates, Teacher Salaries

Identifiers-APSS, Associated Public School Systems, Metropolitan School Study Council, MSSC

This paper compares key financial measures of the Metropolitan School Study Council (MSSC) with those of the Associated Public School Systems (APSS) to obtain data relative to school system quality. The objectives of the discussion are (1) to describe the 11 year trend from 1955-56 to 1965-66 for each group on measures of net current expenditure per pupil, average teacher salary, numerical staffing adequacy, equalized property valuation, state aid, and tax rates on equalized property valuation; (2) to indicate how the two groups differ on these measures; and (3) to examine the possibility of using the data on these organizations as references for school system quality analysis. To compare the financial measures, APSS means are plotted against MSSC percentiles. The MSSC schools outrank the APSS schools in all measures, and in most cases the MSSC schools are 10 years ahead of the APSS schools. The relationships between the mean scores have been constant over the period, giving rise to the possibility of formulating two specific sets of factors which could be employed for school system quality control. (HW)

ED 023 154

EA 001 576

Vincent, William S. Bernardo, Charles M.

School Board Member Characteristics and Fiscal Responsibility.

Columbia Univ., New York. Inst. of Administrative Research.

Pub Date Feb 67

Note-8p.

Journal Cit-IAR-Research Bulletin; v7 n2 Feb 1967

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors-*Board of Education Role, Boards of Education, Factor Analysis, *Financial Support

An attempt is made to judge characteristics affecting a school district's fiscal performance by conducting a factor analysis on 74 variables having factor loadings of .30 or greater. The 16 factors studied (containing the 74 variables) include many facets of school board fiscal policy and information on the kinds of people who make the policies. Two basic conclusions noted are that the board member variable and, to a lesser extent, the equalization of aid variable are influential in determining fiscal responsibility. (HW)

ED 023 155

EA 001 600

Barkin, David Legler, John

Alternative Measures of Fiscal Redistribution: Gross vs. Net Aid.

Washington Univ., St. Louis, Mo. Inst. for Urban and Regional Studies.

Spons Agency-Economic Development Administration (Dept. of Commerce), Washington, D.C.

Report No-WP-EDA-9

Pub Date Apr 68

Note-16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors-Economic Research, *Equalization Aid, *Fiscal Capacity, Grants, Graphs, *School Districts, *State Aid, State Federal Aid, *State School District Relationship, Statistical Analysis, Tax Effort

This study attempts to design a grant-in-aid scheme incorporating transfer of resources in a manner which compensates for differences in the ability of the subordinate government units to finance desirable service levels (equalization). Results indicate that where the bulk of State aid-to-education funds are distributed through flat grants based on the number of students in a district, a mild redistributive impact is evident. The redistributive effect can be increased markedly by elimination of the flat grant and by distributing all funds on the basis of the ability of each district to support education. It is suggested that consideration of both the school district's ability to pay for its educational needs and the contribution it makes to the State's fund for aid to education would result in an equalizing formula that could more widely distribute the burden of financing a State aid-to-education program. The approach need not be limited to State aid to education as it is capable of general application to intergovernmental grants where redistribution is an important feature. (TT)

ED 023 156

EA 001 601

Riggs, Norman Dee

The Internal Organization of Junior High Schools for Instruction.

Utah State Board of Education, Salt Lake City.
Pub Date June 1968.

Note-150p.; Dissertation submitted to University of Utah, June, 1968.

Available from-Mr. Kenneth Lindsay, Coordinator Title III, Utah State Board of Educ., 1300 University Club Bldg., Salt Lake City, Utah 84111 (copies free)

EDRS Price MF-\$0.75 HC-\$7.60

Descriptors-*Administrative Organization, Administrator Qualifications, Bibliographies, *Curriculum Development, Decision Making, *Department Directors (School), Instructional Improvement, Interdisciplinary Approach, *Junior High Schools, *Organizational Change, Principals, Questionnaires, School Organization, Student Teacher Ratio, Teachers, Teaching Load

An analysis of the internal organization of innovative secondary schools was developed from questionnaire response data supplied by the principals of 121 junior high, intermediate, and middle schools in 35 States. Criteria for comparison and evaluation were based primarily on related research and general organizational literature. The study found that the position of department head is the dominant organizational position and is used extensively by the principal to upgrade instruction. Of growing importance are a number of secondary positions, including teachers' advisory councils, curriculum coordinators, and intersubject instructional teams. Schools with a pupil-teacher ratio of 20:1 and under were more innovative and had more administrative positions than those with a higher ratio. Supporting data are compared on a percentage basis in 29 tables. Findings are illustrated by organizational charts for 15 representative schools and a prototype organizational chart. A bibliography of 58 items related to administration, management, and organization is appended. (JK)

ED 023 157 24 EA 001 610

Pounds, Ralph L.

The Use of the House System in Comprehensive Schools in England and Wales. Final Report.

Cincinnati Univ., Ohio.

Spons Agency-Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No-BR-6-8360

Pub Date Mar 68

Contract-OEC-3-6-068360-1714

Note-155p.

EDRS Price MF-\$0.75 HC-\$7.85

Descriptors-Ability Grouping, Administrative Personnel, Comparative Education, *Comprehensive High Schools, Counseling, Educational Objectives, *Educational Philosophy, *House Plan, Occupational Guidance, *Private Schools, *School Organization, Secondary Schools, Student Alienation

Identifiers-England, United States, Wales

Using data collected through interviews with headmasters, other administrative personnel, teachers, and pupils from a random stratified sample of 33 comprehensive schools in England and Wales, a study was conducted of the use of the house system, with schools classified into four types: using the house system extensively, 11; using it moderately, 7; using it minimally, 13; not using the house system, 2. Number of pupils per house ranged from 95 to 500, with a median of 180. Comparisons were made with data from eight private and 34 public American schools using the house plan. Included in the report are a summary of related literature, a brief history of British education with special reference to comprehensive schools, and implications of the study for organizational change of large heterogeneous high schools in the United States. Sample questionnaires and an extensive bibliography are appended. (JK)

ED 023 158 24 EA 001 612

Marcum, R. Laverne

Organizational Climate and the Adoption of Educational Innovation.

Utah State Univ., Logan.

Spons Agency-Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No-BR-7-8119

Pub Date Mar 68

Grant-OEG-4-7-078119-2901

Note-112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors-*Administrative Personnel, *Adoption (Ideas), Age Differences, Bibliographies, Educational Change, *Educational Innovation, Expenditure Per Student, Hypothesis Testing, Job Tenure, Literature Reviews, Organizational Change, *Organizational Climate, Perception, Questionnaires, Statistical Analysis, *Teachers Identifiers-Leadership Behavior Description Questionnaire, Organizational Climate Description Questionnaire

In a study to determine factors which cause or inhibit change in a school organization, 30 schools in five Western States were classified according to degree of innovativeness and organizational climate. Correlations were determined by analyzing four selected variables: Expenditures per student, age of staff, years of staff service, and size of staff. The study revealed that, in contrast to the least innovative schools, the most innovative schools had open climates, higher expenditures per student, lower average age of staff, fewer number of years of staff service, and a larger professional staff. A bibliography of 44 items is included. (JK)

ED 023 159 EA 001 613

Davis, Harold S.

Team Teaching: A Selected Annotated Bibliography.

Educational Research Council of Greater Cleveland, Ohio.

Pub Date 67

Note-56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors-*Annotated Bibliographies, Audiovisual Aids, Business Education, *Elementary Schools, *English, Fine Arts, Languages, Mathematics, Physical Education, Practical Arts, Sciences, *Secondary Schools, Social Sciences, *Team Teaching

Over 300 items on team teaching published since 1958 are cataloged as follows: Books, pamphlets, and teaching films, 48; elementary school articles, 55; secondary school articles, 200. Secondary school articles are further divided into 10 topics: Business education, English, fine arts, foreign languages, mathematics, physical education, practical arts, science, social science, and general. (JK)

ED 023 160 EA 001 614

The Right Principal for the Right School.

American Association of School Administrators,

Washington, D.C.

Pub Date 67

Note-49p.

Available from-American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.00).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors-*Administrator Role, *Administrator Selection, *Board of Education Role, *Principals, Recruitment, *Superintendent Role

The selection of a principal requires (1) a clear understanding of the responsibilities of the superintendent and others concerned in the selection process, (2) an objective and adequate view of the contemporary principal's role and the kind of person qualified to fill that role, (3) specific selection criteria, and (4) a careful development of all phases of the search process. Twenty-six recommendations are made for the selection of principals, and 14 selection factors with related measuring devices are listed. (JK)

ED 023 161 EA 001 616

New Dimensions in Leadership. Proceedings of the Convention of the National School Boards Association (Detroit, Michigan, March 30-April 2, 1968).

National School Boards Association, Evanston, Ill.

Pub Date 68

Note-90p.

Available from-National School Boards Association, 1233 Central Street, Evanston, Illinois 60201 (\$2.50)

Document Not Available from EDRS.

Descriptors-*Board of Education Policy, *Boards of Education, Collective Negotiation, Educational Change, Educational Finance, *Educational Legislation, *Educational Objectives, Federal Legislation, Leadership, Nongraded System, Public Education, State Government, Teacher Associations, *Urban Education, Urban Schools

This document contains six major addresses, three workshop presentations, the texts of 25 resolutions, and a statement of beliefs and policies adopted by assembly delegates. The titles and authors of the addresses are (1) "Education and Real Life," Bel Kaufman, (2) "Education and the Urban Crisis," Carl B. Stokes, (3) "New Dimensions in Leadership," Harold V. Webb, (4) "School Boards and the Promise of America," Mrs. Leonard L. Mancuso, (5) "Innovation Interrogation: The Non-Graded School," B. Frank Brown, and (6) "State Government Effectiveness is Essential," Calvin L. Rampton. The titles and authors of the workshop presentations are (1) "Crisis in City Schools: Whose Headache?," Norman Drachler, (2) "Teacher Power and School Board Response," Wesley Wildman, and (3) "School Boards and Federal Legislation," Paul N. Carlin. (JK)

ED 023 162 24 EA 001 627

Goodson, Max R. Hammes, Richard

A Team Designed for School System Changing.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-Theoretical-Paper-11

Bureau No-BR-5-0216

Pub Date Feb 68

Contract-OEC-5-10-154

Note-32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors-*Change Agents, *Educational Change, *Educational Innovation, Educational Practice, Educational Research, *Models, Program Evaluation, *School Systems

The problems of changing a school system require a systematic approach that coordinates various efforts within the system. A model, developed by Professor Goodson and his staff, deals with the design of a change-agent team and the work that such a team might perform. The model requires four functions to be performed: Diagnosing problems, planning action, transforming strategy into action, and evaluating action results. A team is expected to plan for and manage specific changes and to facilitate and perpetuate an innovative climate in a school system. The application of the model to three Wisconsin school systems is outlined as an illustration of the early operation of change-agent teams. Plans for evaluating the effectiveness of the team approach and results from the activities of a change-agent team are reported. (AUTHOR/HW)

ED 023 163 24 EA 001 633

Sullivan, Howard J. Popham, W. James

American Educational Research Association (AERA) Pressession (1968): Instructional Product Research (Chicago, Illinois, February 3-7, 1968).

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-SR-2

Bureau No-BR-6-2865

Pub Date 10 Apr 68

Contract-OEC-4-7-062865-3073

Note-50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors-*Academic Performance, *Evaluation Techniques, Instructional Improvement, *Instructional Programs, Research Skills, *Skill Development, *Testing

This study investigates the improvement in research and development skills which resulted from the 1968 AERA Pressession. Instructional materials were administered to 47 participants who were pretested and posttested to assess their improvement. The results of the pressession are considered favorable. (HW)

ED 023 164 EA 001 634

Hinman, Susan Lee

A Predictive Validity Study of Creative Managerial Performance.

Richardson Foundation, Greensboro, N.C. Creativity Research Inst.

Pub Date Nov 67

Note-130p.; Thesis presented to the University of North Carolina, Chapel Hill.

EDRS Price MF-\$0.75 HC-\$6.60

Descriptors-Bibliographies, *Creativity Research, Evaluation Criteria, *Individual Characteristics, Literature Reviews, *Personality Assessment,

*Predictive Measurement, *Scientists, Statistical Analysis

Identifiers-Taylor Ellison Biographical Inventory
An attempt is made to develop workable criteria of creativity which can be used in conjunction with a test battery and a biographical inventory to identify the creative scientist. The test battery consisted of six tests given to 143 chemical engineer seniors at the North Carolina State University between 1947 and 1951. Statistics are employed to relate the tests and inventory (independent variables) to the developed Supervisor Creativity Rating Form and Biographical Information Form (dependent variables). The major hypothesis is that there is a significant relationship between creative performance and personality characteristics, personal background, and specific abilities. It is found that only three of 12 characteristics in the Supervisor Rating Form were predicted significantly from the predictor variables—persistence, enthusiasm, and initiative. The biographical inventory did better in predicting than did the test battery, suggesting that creativity is best predicted from specific facts about a person, whether they be biographical facts, subjective ratings, or work history. (HW)

ED 023 165 EA 001 635

Moffle, D. J. Goodner, Susan

A Predictive Validity Study of Creative and Effective Managerial Performance.

Richardson Foundation, Greensboro, N.C.
Creativity Research Inst.

Pub Date Dec 67

Note-81p.

EDRS Price MF-\$0.50 HC-\$4.15

Descriptors—*Administrator Evaluation, Bibliographies, *Creativity Research, Evaluation Criteria, *Individual Characteristics, Literature Reviews, *Predictive Measurement, *Psychological Tests, Statistical Analysis

Identifiers-Taylor Ellison Biographical Inventory

This study tests the following hypotheses concerning the job creativity of managers: (1) There is a significant relationship between psychological test scores secured on subjects 15 to 20 years ago and creative performance on the job today, (2) there is a significant relationship between biographical information secured from subjects at the time of the study and creative performance on the job today. The subjects were 143 graduating chemical engineers at the North Carolina State University from 1947 to 1951 who were administered a battery of tests. It is concluded that past performance and self-appraisal of one's own creativity are fairly good predictors of creative managerial performance. A review of the literature and a 94-item bibliography are included. (HW)

ED 023 166 EA 001 636

Ronan, William W. Prien, Erich P.

Toward A Criterion Theory: A Review and Analysis of Research and Opinion.

Richardson Foundation, Greensboro, N.C.
Creativity Research Inst.

Pub Date Jun 66

Note-110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—Behavior, Bibliographies, Evaluation Criteria, *Literature Reviews, *Measurement, *Performance Criteria, *Psychology, *Task Performance

Literature dealing with the development and utilization of work performance criteria is reviewed in terms of (1) the reliability of job performance as a criteria, (2) the reliability of job performance observation as a criteria, (3) the dimensionality of job performance, and (4) extraneous conditions which modify job performance. From the review, theorems and corollaries are formulated, testable hypotheses are derived, and 15 areas in which further research would be useful are suggested. It is concluded that variation in job performance is a result of a wide range of causal influences and that its measurement is nebulous. A 226-item bibliography is included. (HW)

ED 023 167 EA 001 637

McDonald, Blair W. And Others

A Selected Bibliography of Organizational Climate Studies Relevant to Research Performance.

Richardson Foundation, Greensboro, N.C.
Creativity Research Inst.

Pub Date Nov 67

Note-19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—*Bibliographies, Creativity Research,

*Industry, *Organizational Climate, *Performance Factors, *Research, Scientists

This selected bibliography of articles and books concerns the effects of industrial climate on research performance. (HW)

ED 023 168 EA 001 638

Education Directory, 1967-68: Part 2, Public School Systems.

National Center for Educational Statistics (DHEW), Washington, D.C.

Report No-OE-20005-68

Pub Date 68

Note-210p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 GPO No. FS 5.220:20005-68, \$1.25

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—*Directories, *National Surveys, *Public School Systems, School Size, Student Enrollment, *Superintendents, Tables (Data)

This directory of public elementary-secondary school systems lists alphabetically by State the local school systems enrolling 300 or more pupils in the United States, its territories, and possessions, showing for each unit (1) name of the unit, (2) superintendent's location, (3) zip code, (4) county name, (5) grade-span (lowest and highest grades taught in the system), and (6) total enrollment. A separate table gives the names of superintendents of school systems with enrollments of 10,000 or more. Also included are four summary tables showing distributions of school systems by State, enrollment, size, and grade-span. (TT)

ED 023 169 EA 001 639

Stoller, David S., Ed.

Abstracts of Technical Notes.

National Center for Educational Statistics (DHEW), Washington, D.C. Div. of Data Analysis and Dissemination.

Report No-TN-65

Pub Date 16 May 68

Note-37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—*Abstracts, Academic Achievement, Bibliographies, *Cost Effectiveness, Dropout Research, Educational Planning, Educational Quality, *Equal Education, Factor Analysis, Models, Operations Research, Program Budgeting, *School Demography, Statistical Analysis, Student Teaching, *Technical Reports, Urban Education, Vocational Education

Identifiers-Dynamod II, Educational Opportunities Survey, EOS, ERIC

This document abstracts 57 Technical Notes of the Division of Data Analysis and Dissemination of the National Center for Educational Statistics which were prepared between May 1966 and April 1968. Among topics discussed are statistical methods, program budgeting, operations analysis, student achievement, cost effectiveness, educational planning, school dropout problems, student teaching, school demography, urban education, occupation studies, and the Educational Opportunities Survey. This document supersedes ED 016 281. (TT)

ED 023 170 24 EA 001 661

Lindman, Erick L.

Net-Shift Analysis for Comparing Distributions of Test Scores.

California Univ., Los Angeles. Center for the Study of Evaluation of Instructional Programs.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-WP-5

Bureau No-BR-6-1646

Pub Date Mar 68

Contract-OEC-4-6-061646-1909

Note-18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Educational Testing, *Equated Scores, Program Evaluation, *Research Methodology, Statistical Analysis, *Testing, Testing Problems

A suggested technique for analyzing distributions of test scores compares distributions of scores made by groups of pupils on standard tests with distributions made by other groups of students on the same tests. By identifying the percents of student scores which must be shifted to an adjacent cell (interval) to make the two distributions exactly the same, the technique reveals

changes in score distributions which may occur when different teaching methods are used. The technique also provides a more complete comparison between the distribution of scores made by a selected group of pupils and a norm group. (Author/JK)

ED 023 171 EA 001 664

Methods and Statistical Needs for Educational Planning.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 67

Note-358p.

Available from-OECD Publications Center, Suite 1305, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (No. 21.605, \$8.50).

EDRS Price MF-\$1.50 HC-\$18.00

Descriptors—*Comparative Education, Data Collection, Data Processing, Educational Demand, *Educational Planning, *Educational Policy, Educational Supply, Estimated Costs, Manpower Needs, *Methodology, Socioeconomic Influences, Statistical Analysis, *Statistical Studies, Tables (Data)

This handbook was compiled to assist OECD Member countries in the long term development of their educational statistics and to provide them with a basis of comparison for the collection of internationally comparable statistics useful to educational planners. Recent methodological approaches to long term planning are also discussed. The statistics considered are those required to project in the medium and long term the main magnitudes in the educational system—pupils, graduates, teachers, buildings, costs, and expenditures. The chapter headings present a clear picture of exactly which aspects of educational planning are included: (1) Elements of an educational flow model, (2) sociological aspects, (3) manpower requirements, (4) an integrated conceptual framework, (5) the costs of education—methods of analysis and projection, (6) a statistical tabulation scheme, (7) the collection and processing of data, (8) international comparisons, and (9) directions for further work. (HW)

ED 023 172 EA 001 665

Shils, Edward B. Whittier, C. Taylor

Collective Bargaining in Private Industry in the United States Compared to the Present Status of Collective Negotiations in Public Education.

Pub Date 68

Note-41p.

Available from—Thomas Y. Crowell Company, 201 Park Avenue South, New York, New York 10003 (Complete document 580 p., \$9.50).

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Boards of Education, *Collective Bargaining, *Collective Negotiation, Employer Employee Relationship, Federal Legislation, *Industry, Labor Legislation, Personnel Policy, *Public Education, Sanctions, School Personnel, *Teacher Associations, Teachers, Teacher Strikes, Unions

Identifiers-AFT, American Federation of Teachers, National Education Association, NEA

Collective negotiation in education has lagged behind collective bargaining developments in private industry, which have resulted from the passage of a number of federal statutes, beginning with the NIRA Act of 1933. By contrast, state statutes for collective negotiation in education have been relatively few, recent, and inadequate. Topics considered include composition of the bargaining unit, compulsory membership, and binding arbitration. Five premises support the NEA position of professional negotiation. Eight premises support the AFT position of collective bargaining. (JK)

ED 023 173 EA 001 666

Shils, Edward B. Whittier, C. Taylor

The Roles of the Superintendent and School Board in Collective Negotiations. Chapter 11, Teachers, Administrators, and Collective Bargaining.

Pub Date 68

Note-26p.

Available from—Thomas Y. Crowell Company, 201 Park Avenue South, New York, New York 10003 (Complete document 580 p., \$9.50).

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Administrative Personnel, *Board of Education Role, Boards of Education, *Collective

tive Negotiation, *Professional Associations, School Superintendents, *Superintendent Role, Teacher Associations, Teachers
Identifiers-AASA, AFT, NEA, NSBA

Attitudes of four groups of professional educators are compared respecting the role of the superintendent in collective negotiations. The AFT sees him as head of the opposition's negotiating team. The NEA sees him as a member of the professional staff and as a neutral catalyst providing resource information while teacher representatives negotiate with a board committee. The AASA sees him in the dual role of chief executive and staff member, but also as an independent third party playing a significant role in the negotiation process. The NSBA sees him as the agent of the board and as a channel and interpreter of staff problems. Unresolved aspects of the superintendent's role include applying the separation-of-power principle to school board organization and joint decision making by the superintendent and the school board. (Authors/JK)

ED 023 174 24 EA 001 667
AERA Pressions, 1967. (2nd, New York, New York, February 11-15).

American Educational Research Association, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0257

Pub Date 67

Grant-OEG-2-7-070257-1531

Note-224p.

EDRS Price MF-\$1.00 HC-\$11.30

Descriptors-Comparative Analysis, Computer Programs, *Conference Reports, Course Descriptions, Culturally Disadvantaged, *Curriculum Research, *Educational Research, Educational Researchers, Research Design, *Research Methodology, *Statistical Analysis
Identifiers-Bayesian Statistics

This document contains summaries of six courses presented at the Second Annual Pressions of the American Educational Research Association: (1) Bayesian statistical analysis, (2) curriculum research and evaluation, (3) design and analysis of comparative experiments in education, (4) educational research management procedures, (5) multivariate design and analysis in educational research, and (6) research strategies with culturally deprived children. Each summary provides an introduction, a statement of objectives, a listing of the pressions staff, a listing and description of participants, a schedule of activities, an example or list of materials utilized, and pressions evaluation instruments. Following the final report are a summary and recommendations made by the program director. (TT)

ED 023 175 24 EA 001 668

Cook, Doris M. And Others

Research and Development Activities in R & I Units of Five Elementary Schools of Racine, Wisconsin, 1966-67. Report from Project Models.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-TR-45

Bureau No-BR-5-0216

Pub Date Mar 68

Contract-OEC-5-10-154

Note-22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors-Educational Research, Field Studies, Grade 1, Grade 6, *Individualized Programs, Instructional Improvement, *Learning Motivation, Manipulative Materials, *Mathematics Instruction, Research and Development Centers, *Research and Instruction Units, *Spelling Instruction, Statistical Analysis
Identifiers-Project MODELS

To indicate the effects on learning of individualized instruction and motivation, the results of two controlled experiments conducted in two Janesville, Wisconsin, elementary schools during the 1966-67 school year are reported. In an experiment comparing three approaches to spelling instruction at the sixth grade level, large gains were noted for both experimental and control pupils. In an experiment comparing four approaches to mathematics instruction at the first grade level, the approach appearing to be the most effective consisted of teacher demonstrations followed by pupil manipulation of interesting concrete objects. (JK)

ED 023 176 24 EA 001 669

Klausmeier, Herbert J. Ed. And Others

Research and Development Activities in R & I Units of Five Elementary Schools of Racine, Wisconsin, 1966-67. Report from Project Models.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-TR-52

Bureau No-BR-5-0216

Pub Date Apr 68

Contract-OEC-5-10-154

Note-53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors-Academic Achievement, *Culturally Disadvantaged, *Elementary Schools, Field Studies, Handwriting Instruction, *Individualized Programs, Instructional Improvement, Language Arts, *Learning Motivation, Mathematics Instruction, Parent Attitudes, Parent School Relationship, *Research and Instruction Units, Spelling Instruction, Statistical Analysis, Teacher Attitudes

Identifiers-Project MODELS

Experimental educational programs emphasizing individualized instruction and motivation were conducted with classes from kindergarten through grade 6. Projects analyzed individualization and motivational procedures in mathematics, individualization in handwriting and spelling, instructional procedures in language arts for disadvantaged children, and the effects of increased home-school contact on parental attitudes and student achievement. Field testing revealed which control groups for the Research and Instruction Units were adequate and also which strategies for ascertaining pupil achievements were appropriate. Administration of a teacher opinion scale confirmed that student behavior, achievement, motivation, and attitudes were better in R & I classes than in control classrooms. (JK)

ED 023 177 24 EA 001 670

Wolf, Richard M.

A Computer Program for Formative Evaluation.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-TR-5

Bureau No-BR-6-2865

Pub Date 1 Jun 68

Contract-OEC-4-7-062865-3073

Note-9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors-Computer Programs, *Evaluation Techniques, Grade 1, Statistical Analysis, *Student Evaluation, *Verbal Ability

By scoring students' responses to items comprising a formative evaluation test, a Fortran IV computer program provides information on the behavior of each test item and for each objective tested by the items. The program outline includes a general description, job deck card order, instructions for card preparation, and a brief technical note. Minor changes in input and output tape numbers will adapt the Honeywell 800 format for other computers. A sample output of a test measuring first grade students' ability to identify objects, letters, sounds, and words, is appended. (JK)

ED 023 178 24 EA 001 674

Markus, Frank W.

Negotiations Bibliography.

Metropolitan School Study Group, Kansas, Mo.; Missouri Univ., Kansas City. School of Education.

Pub Date Jan 68

Note-46p.

Available from-Professor Edwin Bailey, Executive Secretary, (MSSG), Sch. of Educ., Univ. of Missouri at Kansas City, Kansas City, Mo. 64110 (\$0.50).

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors-Administrative Personnel, *Bibliographies, *Boards of Education, Collective Bargaining, *Collective Negotiation, Decision Making, Grievance Procedures, Principals, Sanctions, Superintendent Role, *Teacher Associations, Teacher Militancy, *Teachers, Teacher Strikes

Over 500 items published between 1964 and 1967 are listed without annotation in seven categories as follows: Journal articles, 344;

pamphlets, 64; special articles and monographs, 41; papers, addresses, and memoranda, 27; theses and dissertations, 16; audiovisual materials, 12; and books, 30. (JK)

ED 023 179 24 EA 001 675

Research Institute for State Educational Agency Personnel. (March 25-April 7, 1967 and May 1-12, 1967). Final Report.

Denver Univ., Colo. Bureau of Educational Research.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0359

Pub Date 31 Jul 67

Grant-OEG-4-7-070359-2988

Note-69p.

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors-Educational Research, *Electronic Data Processing, *Institutes (Training Programs), Measurement Techniques, *Program Evaluation, Regional Laboratories, Research and Development Centers, Research Design, *State Departments of Education

Identifiers-Educational Research Information Centers, ERIC, PERT, Program Evaluation Review Technique

This report describes an institute designed to train State educational agency personnel in measurement in educational research, research design, program evaluation, Program Evaluation Review Technique (PERT), and automatic data processing. The institute also provided for a general orientation and overview of Educational Research Information Centers (ERIC), Regional Educational Laboratories, and Research and Development Centers. Strengths and weaknesses of the program, publicity, types and numbers of trainees, and the financing of the institute are also summarized. Information on registration procedures, daily schedules, evaluation of the institute by the staff, and evaluation of the institute by the participants is appended. (TT)

ED 023 180 24 EA 001 677

Havighurst, Robert J. And Others

Interaction Between Society and Education in

Chicago. Final Report.

Chicago Univ., Ill. Dept. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-CRP-2866

Bureau No-BR-5-0322

Pub Date 30 Jun 68

Contract-OEC-5-10-303

Note-73p.

Available from-The University of Chicago, Department of Education, 5835 Kimbark Avenue, Chicago, Illinois 60637 (\$3.00).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors-Bibliographies, Black Community, Board of Education Role, Business Responsibility, Church Responsibility, Citizen Participation, City Government, Educational Policy, *Historical Reviews, *Metropolitan Areas, Population Trends, *Public School Systems, *School Community Relationship, *Social Systems, State School District Relationship, Superintendent Role, Teacher Associations, Welfare Agencies

Identifiers-Chicago

This study of social systems in Chicago has three objectives: (1) To explore the interaction of the educational system with the social structure and social forces in a modern metropolitan area, (2) to make a historical study of the development of education in a city evolving during the 20th century, and (3) to develop a method for a sociohistorical study of education in a complex community. The findings are (1) that the public schools are an important element in the local politics of Chicago, (2) that the public schools have been influential both in educational policy and in receiving financial support from the business men of the community, (3) that several major civic organizations have been important factors in certain decisions affecting schools, (4) that the public schools have been brought into cooperation with noneducational agencies to solve social problems of the city, (5) that teachers' organizations have been active since 1900, (6) that the personalities of certain individuals in the school system have influenced educational history, and (7) that population movements have influenced the public schools. (HW)

ED 023 181 88 EA 001 678
Symposium on the Application of System Analysis and Management Techniques to Educational Planning in California (Chapman College, Orange, California, June 12-13, 1967).

Operation PEP, Burlingame, Calif.
 Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No-DPSC-67-4410

Pub Date Jun 67

Note-319p.

EDRS Price MF-\$1.25 HC-\$16.05

Descriptors-Consultants, Deaf Education, Educational Needs, *Educational Planning, Educational Research, Educational Television, Family Life Education, *Information Systems, Inservice Programs, International Education, Leadership, *Management Development, Models, Policy Formation, Program Evaluation, *Systems Analysis, Teacher Recruitment, *Training Techniques

Identifiers-California, ESEA Title 3, *OPERATION PEP

This is a collection of 21 reports presented at the two-day symposium which ended the eighteen-month planning phase for OPERATION PEP. The symposium served as a culminating activity in a training program for 100 California educators in the application of systems analysis and management planning techniques. The reports, funded under Title III of ESEA, focus on the evaluation of management science as a fundamental mode of performance for educational planners in California. (HW)

ED 023 182 EA 001 679

Flanagan, John C.
Administrative Behavior in Implementing Educational Innovations.

Pub Date 8 Feb 68

Note-15p.; Paper presented at the American Educational Research Association Meetings (Chicago, Illinois, February 8, 1968).

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors-Administrator Role, Decision Making, *Educational Innovation, Program Administration, Program Development, Program Evaluation, Program Improvement
 Identifiers-Project TALENT

Administrative behavior in implementing educational innovations is defined in terms of selecting, installing, evaluating, extending, and improving innovations in the administrator's system. It is suggested that on the basis of relevant facts, knowledge of alternative procedures, and careful plans, an administrator can select an educational innovation promising the most substantial improvements in areas of greatest student needs. The key to installing an innovation is advanced planning coupled with active participation of all individuals who will be involved. Successful improvement of innovations requires evaluation of types of instructional methods and materials so that broad knowledge about why one program is better than another is obtained. (TT)

ED 023 183 EA 001 680
Education and the Federal Laboratories: An Assessment of Federal Laboratory Educational Activities and Their Present and Potential Relationships with Universities.

Federal Council for Science and Technology, Washington, D.C. Committee on Federal Laboratories.

Pub Date Mar 68

Note-90p.

Available from-Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151 (PB-178 018, MF \$.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors-Curriculum Development, *Equipment Utilization, *Federal Programs, Graduate Study, Interagency Cooperation, Laboratories, *Personnel Policy, *Research and Development Centers, *Universities

This study investigates the use of Federal research and development facilities for advanced education and training (1) to determine how well Federal laboratories are doing in continuing educational efforts, (2) to make recommendations for improvements, and (3) to explore the potential of Federal agencies in contributing more broadly to the educational activities of the Nation. The study was conducted through onsite interviews of 75 Federal R&D laboratories. Nine recommendations are made for extending col-

laborative relationships between government laboratories and universities, including stronger incentives and greater flexibility on the part of Federal laboratories in making their staffs and facilities available for teaching and research by students and faculty. (HW)

ED 023 184 EA 001 682

Mayeske, George W. And Others

Item Response Analyses of the Educational Opportunities Survey Student Questionnaires.

National Center for Educational Statistics (DHEW), Washington, D.C. Div. of Data Analysis and Dissemination.; Office of Program Planning and Evaluation (DHEW), Washington, D.C. Div. of Elementary and Secondary Programs.

Report No-TN-64

Pub Date Apr 68

Note-189p.

EDRS Price MF-\$0.75 HC-\$9.55

Descriptors-Educational Opportunities, *Elementary School Students, Factor Analysis, Grade 1, Grade 3, Grade 6, Grade 9, Grade 12, *High School Students, *Questionnaires, *Student Characteristics, *Student Reaction, Tables (Data)

Identifiers-Educational Opportunities Survey, EOS

This report analyzes the responses of students to questionnaires administered as part of the Educational Opportunities Survey (EOS). The purposes of these analyses were (1) to present the number and percent of students responding to each questionnaire item alternative, (2) to determine the number of students who failed to answer each question, (3) to serve as a guideline in developing codes to scale the items for future analysis, and (4) to serve as a guideline in estimating missing data. The questionnaire responses are from students in grades 1, 3, 6, 9, and 12. Related documents are ED 017 996, ED 017 997, and EA 001 683. (HW)

ED 023 185 EA 001 683

Mayeske, George W. And Others

Correlational and Factorial Analyses of Items from the Educational Opportunities Survey Principal Questionnaire.

National Center for Educational Statistics (DHEW), Washington, D.C. Div. of Operations Analysis.

Report No-TN-62

Pub Date 4 Mar 68

Note-130p.

EDRS Price MF-\$0.75 HC-\$6.60

Descriptors-Administrator Background, Educational Facilities, Educational Opportunities, Educational Programs, *Elementary Schools, *Factor Analysis, *Principals, *Questionnaires, *Secondary Schools, Tables (Data)

Identifiers-Educational Opportunities Survey, EOS

This report presents intercorrelations and factor analyses of items from the principal questionnaire administered as part of the Educational Opportunities Survey (EOS). The correlations among selected items from the questionnaire were computed (1) to display their interrelationships, (2) to document them for other researchers, and (3) to serve as a basis for the factor analyses. The factor analyses were conducted to reduce the number of items so that the volume of data processing and complexity of later analyses would be reduced. All analyses were conducted for three groups of principals-elementary, secondary, and total. The analytic techniques used in all the factor analyses were the Principal Components method of factor extraction and the Varimax method of factor rotation. These techniques were used on a set of 22 and a set of 62 variables pertaining to the principal's background and the school's programs and facilities. The results showed that the variables did not readily fall into any naturally meaningful group. Related documents are ED 017 996, ED 017 997, and EA 001 682. (HW)

ED 023 186 EA 001 685

Frasure, Kenneth

In-Service Role of Professors of Administration, A National View.

Pub Date 1 Aug 66

Note-24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors-Administrative Personnel, *Educational Administration, Educational Practice, Educational Theories, Geographic Regions, *In-

service Programs, Job Tenure, *Professors, *School Superintendents

This study examines working relationships between school administrators and professors of educational administration. The purpose of the investigation was to determine the order of preference among 20 suggested ways in which professors of administration may best serve practicing administrators as viewed by members of each group. The views of the participating professors and superintendents were each classified by geographical area and by years of service. The population of the study was obtained from a list of professors attending the 1963, 1964, and 1965 National Conferences of Professors of Educational Administration and from the 1964 directory of the American Association of School Administrators. The results indicated that while the total group of respondents seemed to agree with current practices in providing service to administrators, there appeared to be considerable differences of opinion on specific items. (HW)

ED 023 187 24 EA 001 686

Sattler, Jerome M.

Effects of Graduated Cues on Performance on Two Wechsler Subtests. Final Report.

San Diego State Coll., Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-8057

Pub Date Dec 67

Grant-OEG-4-7-078057-0402

Note-201p.

EDRS Price MF-\$1.00 HC-\$10.15

Descriptors-Adolescents, Bibliographies, *Cues, Grade 7, Grade 8, Grade 9, Literature Reviews, *Performance Factors, *Psychological Testing, Psychological Tests, *Test Results, Test Validity

Identifiers-SCAT, Wechsler Bellevue Intelligence Scale Form I, Wechsler Intelligence Scale for Children, WISC

The effects of alterations in test procedure upon the original and repeated test performance of normal adolescents are determined for two subtests-Block Design (BD) and Picture Arrangement (PA)-appearing in the Wechsler Intelligence Scale for Children and Wechsler Bellevue Intelligence Scale Form I. Two experiments were conducted, one with 170 eighth and ninth grade students and the other with 146 seventh and eighth grade students. The first experiment used only the BD subtest, while the second used both the BD and PA subtests. In both experiments an alternative form of the subtest was administered immediately after the first, with help given on the first administration only. The results included: (1) Administering help and giving cues did not affect test performance of the first experiment, but did affect that of the second, (2) different examiners do not obtain significantly different test scores, (3) there is little difference between sexes in the test scores, (4) grades are poor predictors of the BD and PA subtests, and (5) SCAT scales are highly correlated with grades. (HW)

ED 023 188 24 EA 001 688

Lindman, Erick L.

A Three-Dimensional Program Account Classification System for Public Schools.

California Univ., Los Angeles. Center for the Study of Evaluation of Instructional Programs.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-CSEIP-Working Paper-6

Bureau No-BR-6-1646

Pub Date Jun 68

Contract-OEC-4-6-061646-1909

Note-21p.; Paper presented at the National Conference on Program Accounting (Los Angeles, July 15-17, 1968).

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors-*Accounting, *Expenditures, Program Budgeting, *Public Schools, *State Federal Aid

This paper reviews some of the weaknesses in the present account classification system for public schools (the minimum function-object account classification system) and suggests a three-dimensional expenditure classification system to replace it. These three dimensions are: (1) The "type-of-school" dimension which considers such information as the number and types of schools maintained and the amounts spent for each type, (2) the "function-object" dimension which is similar to the present system but contains ap-

appropriate changes, and (3) the "scope-of-service" dimension which segregates expenditures for the major categorically aided programs. This suggested system relates revenues to expenditures so that the net cost to unrestricted income of vocational education, compensatory education, special education, and pupil transportation is emphasized. In addition to supplying information needed by local school boards, the system supplies information needed by state legislatures and Congress concerning actual costs of aided programs. (HW)

ED 023 189

EA 001 696

Carnell, Paul H.

Federal Support for the Small College.

Pub Date Aug 68

Note-18p.; Paper presented to Annual Summer Workshop of the Council for the Advancement of Small Colleges (13th, Santa Fe, N. Mex., Aug. 5-8, 1968).

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors-Cooperative Programs, *Federal Aid, *Federal Programs, Fellowships, *Higher Education, *Research Proposals, *Small Schools Identifiers-Education Professions Development Act, Part E, Higher Education Act of 1965, Title 3

This paper reviews briefly the development and scope of Federal support programs to higher education which relate to the problems of the small college, and discusses in detail Title III of the Higher Education Act of 1965 and Part E of the Education Professions Development Act. Weaknesses of proposals submitted last year for Title III funding are cited. The evaluation of cooperative arrangements, which are the central focus of Title III, is discussed concerning (1) individual institutions in cooperative arrangement, (2) structure of the cooperative arrangement, and (3) character of the cooperative programs. Part E of the Education Professions Development Act supports fellowships, institutes, short term training programs, and special projects. (HW)

ED 023 190

EA 001 697

Bennett, John E.

Identification and Cultivation of Constituencies.

Pub Date Aug 68

Note-9p.; Paper presented to Annual Summer Workshop of the Council for the Advancement of Small Colleges (13th, Santa Fe, N. Mex., Aug. 5-8, 1968).

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors-Business, College Faculty, *Colleges, Community Support, *Financial Support, Foundation Programs, *Private Financial Support, *Public Relations, Staff Role, Student Role, *Universities

Effective fund raising for colleges and universities is a highly competitive undertaking which requires a well planned, constantly reevaluated program with imaginative publicity. While higher education has fewer constituencies from which to draw financial support than other gift-dependent institutions, those it has are usually more generous. These constituencies may be listed as (1) faculty, students, and staff, (2) foundations, (3) corporations, and (4) individuals. Faculty, students, and staff are the most important not only because they provide a portion of financial support, but also because they largely determine whether an institution generates good or bad publicity. For an institution to identify the parts of these constituencies relevant to its program and then to obtain its share of financial support from them, it must have a well conducted research program, a well trained staff, and a professional development officer. (TT)

ED 023 191

EA 001 698

Wireman, Billy O.

The Development Office and the Development Officer.

Pub Date Aug 68

Note-17p.; Paper presented to Annual Summer Workshop of the Council for the Advancement of Small Colleges (13th, Santa Fe, N. Mex., Aug. 5-8, 1968).

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors-College Faculty, College Role, *Colleges, *Developmental Programs, *Financial Support, Governing Boards, Presidents, *Private Financial Support, Student Role, *Universities, Volunteers

Increasing complexity of duties and increasing needs for funds require college presidents to

relinquish primary fund raising roles to college development offices and development officers. Development, a process which must involve the entire college community, consists of defining the educational philosophy of an institution and seeking funds to implement this philosophy. Educational philosophy and policy are the domain of the faculty, while the role of the development officer is to inspire and organize the raising of funds. The inspirational role is most important and consists of instilling in business men and the community a sympathetic understanding of and involvement in the goals and aspirations of the institution. (TT)

ED 023 192

EA 001 699

Ketchum, David S.

Capital Campaign Programs.

Pub Date Aug 68

Note-13p.; Paper presented to Annual Summer Workshop of the Council for the Advancement of Small Colleges (13th, Santa Fe, N. Mex., Aug. 5-8, 1968).

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors-Administrator Role, Church Related Colleges, *Colleges, *Developmental Programs, *Financial Support, Governing Boards, Leadership Qualities, Presidents, *Private Financial Support, Public Relations, *Universities, Volunteers

A well conducted college capital campaign produces more money faster and at less cost than any other method, is one of the best public relations moves an institution can make, indicates an institution's weaknesses, identifies an institution's friends, and is one of the necessary ingredients for a successful longrange development program. Success of the capital campaign depends on involving the administration and board of trustees in planning and support, on carefully conducting a survey of potential donors to determine their attitudes toward the institution and their probable financial response to the campaign, and on preparing a thoroughly documented statement of needs and purposes for which funds are to be raised. A theme around which campaign promotional activities can be developed is essential, as people prefer to give to opportunities rather than needs. Continued financial success depends on adequate followup of pledges, and, most importantly, on thanking the donors with conviction. (TT)

ED 023 193

EA 001 700

Umbeck, Sharvy G.

Long Range Planning and Its Implications for Development.

Pub Date Aug 68

Note-18p.; Paper presented to Annual Summer Workshop of the Council for the Advancement of Small Colleges (13th, Santa Fe, N. Mex., Aug. 5-8, 1968).

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors-Administrator Role, *College Administration, *College Planning, Cost Effectiveness, Financial Support, Models, Private Financial Support

Longrange planning is the key to continued successful development of colleges and universities. Essential elements of effective developmental planning include (1) clearly stated institutional objectives, (2) a careful inventory of resources, (3) a thorough understanding of operations, (4) a realistic timetable, (5) an unambiguous philosophy of institutional finance, (6) a sensitivity to social, economic, technological, and educational trends which condition an institution's development, and (7) a continuous program of institutional research to identify potential weakness and needed change. Longrange planning also enhances fund raising success. (TT)

ED 023 194

EA 001 709

Salary Schedules for Principals, 1967-68. Public-School Salaries Series.

National Education Association, Washington, D.C.

Report No-RR-1968-R5

Pub Date 68

Note-128p.

Available from-Publications Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No. 435-13350, \$2.50).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors-*Elementary Schools, *High Schools, *Junior High Schools, National Surveys, *Principals, *Salaries, Tables (Data)

This report gives detailed information on minimum and maximum salaries scheduled for supervising principals at the elementary, junior high, and senior high school levels in 652 reporting school systems with enrollments of 6,000 or more. Summary tables showing average and median minimum and maximum scheduled salaries, salary ranges and distributions, and relationship to schedules for teachers' salaries are included, in addition to a system-by-system listing. (HW)

ED 023 195

24

EA 001 727

Dingman, Harvey F. Peck, Robert F.

Reanalysis of Data Files: Dependent Hypotheses and a Recommendation.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-5-0249

Pub Date 68

Contract-OEC-6-10-108

Note-5p.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors-*Data Analysis, Information Storage, *Research Problems, *Research Projects, Typology

The reanalysis of data collected in large research projects presents problems, mainly because the hypotheses to be tested may be dependent on the hypotheses of the original project. One possible solution to this problem would be to use the data to group subjects into typologies. (HW)

ED 023 196

EA 001 738

Statistics of Nonpublic Elementary and Secondary Schools 1965-66.

National Center for Educational Statistics (DHEW), Washington, D.C.

Report No-OE-20111

Pub Date 68

Note-56p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO FS 5.220:20111, \$.45).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors-*Elementary Schools, *Enrollment Trends, National Surveys, Parochial Schools, *Private Schools, *Secondary Schools, *Statistical Surveys, Student Teacher Ratio, Tables (Data)

This report presents in tabular form a variety of statistics on 17,849 nonpublic schools for 1965-66. Highlights of the study include: (1) 13,243 schools offered only elementary grades, 2,509 offered only secondary grades, and 2,097 taught both levels, (2) nonpublic enrollment increased 10 percent, from 5,736,000 to 6,305,000, since 1960-62, (3) 91 percent of the nonpublic elementary schools and 78 percent of the nonpublic secondary schools were religiously affiliated, (4) 147,000 elementary and 76,000 secondary school teachers were employed in the nonpublic schools, and (5) the pupil-teacher ratio of the nonpublic schools averaged 33.5 for elementary students and 18.1 for secondary students. (HW)

ED 023 197

EA 001 739

Instrument for Evaluation of Teacher Salary Schedules, 1967-68.

National Education Association, Washington, D.C.

Pub Date 67

Note-17p.

Available from-National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 431-13248, \$.50).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors-*Bachelors Degrees, *Evaluation Techniques, *Masters Degrees, *Salary Differentials, *Teacher Salaries

This report presents an instrument for the evaluation of teacher salary schedules. The instrument contains 10 tests, the first five of which are concerned with the adequacy of dollar amounts scheduled, and the second five of which evaluate the structure of the schedule in terms of desirable practice. (HW)

ED 023 198

EA 001 826

Piele, Philip, Comp.

Annotated Bibliography on Educational Administrator Preparation Programs.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 68

Contract—OEC-0-8-080353-3514(010)

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—*Administrative Personnel, *Annotated Bibliographies, Case Studies (Education), *Educational Programs, Elementary Schools, Higher Education, Humanities, *Inservice Education, *Preservice Education, Secondary Schools, Simulation, Social Sciences

This annotated bibliography is a collection of the more significant, recent (since 1962) literature describing or proposing programs for the inservice or preservice preparation of educational administrators for public and private educational organizations at the elementary, secondary, and higher education levels. The 36 documents included deal with such topics as the influence of the social sciences and the humanities on the preparation of educational administrators, the writing of case study materials, and the use of simulation. (PP)

ED 023 199

EA 001 827

Whitney, Howard, Comp. Piele, Philip, Comp. Annotated Bibliography on Year-Round School Programs.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 68

Contract—OEC-0-8-080353-3514(010)

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—*Annotated Bibliographies, Continuous Progress Plan, *Cost Effectiveness, *Educational Quality, *Extended School Year, Flexible Schedules, Quarter System, School Calendars, Semester Division, Summer Schools, Trimester Schedules, *Year Round Schools

This annotated bibliography is a selected listing of 11 books and pamphlets, three dissertations, and 31 articles on year-round school programs published since 1962. The documents listed explore the effects on cost and educational quality of (1) staggered quarter plans, (2) quarter system plans, (3) staggered trimester plans, (4) split trimester plans, (5) trimester system plans, (6) extended K to 12 plans, and (7) summer school plans, as well as give suggestions for implementing such plans. (TT)

ED 023 200

EC 001 686

French, Edward L. Scott, J. Clifford. How You Can Help Your Retarded Child; A Manual for Parents.

Pub Date 67

Note—190p.; Revision of the book originally published as "Child in the Shadows."

Available from—J.B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105 (\$3.95).

Document Not Available from EDRS.

Descriptors—*Child Development, Child Rearing, Emotional Development, Etiology, *Exceptional Child Education, *Family (Sociological Unit), Individual Characteristics, Intellectual Development, *Mentally Handicapped, Parent Attitudes, Parent Child Relationship, Parent Reaction, Parent Role, Self Care Skills

Directed to parents of mentally retarded children, the manual describes the problem of retardation that these parents must face and their reactions to it. Mental retardation is explained, and both emotional and social maturity are discussed. The necessity of choosing a life plan for the retarded child and factors involved in the decision are considered, as are current trends in the field of mental retardation. A question and answer section and a 27-item annotated bibliography are provided. (SN)

ED 023 201

EC 001 737

Catty, Bryant J. Developmental Sequences of Perceptual-Motor Tasks, Movement Activities for Neurologically Handicapped and Retarded Children and Youth.

Pub Date 67

Note—95p.

Available from—Educational Activities, Inc., P.O. Box 392, Freeport, New York 11520 (\$2.95).

Document Not Available from EDRS.

Descriptors—Adolescents, Children, Curriculum Guides, Development, Educable Mentally Handicapped, *Exceptional Child Education, Games, *Learning Disabilities, *Mentally Handicapped, Mongolism, Neurologically Handicapped, Perceptual Motor Coordination, Physical Activities, *Physical Education, Physical Fitness, Sequential Learning, *Teaching Methods, Trainable Mentally Handicapped

Intended for special education and physical education teachers, the handbook presents selected developmental sequences of activities based on the analysis of perceptual motor characteristics of groups of retarded and neurologically handicapped children. Four classifications of children and their perceptual motor characteristics are discussed: the trainable retarded, the educable retarded, mongoloids, and the neurologically handicapped. Teaching guidelines are given for presentation of motor activities, and specific programs are outlined for evaluation and graded development. Areas covered are body image (perceptions of the body and its position in space), balance, locomotion, agility, strength and endurance plus flexibility (fitness), catching and throwing balls, manual abilities, and moving and thinking. The importance of the initial evaluation of children in program planning is reviewed, and model programs for the four classifications of children are outlined. A glossary and a 123-item bibliography, which includes sources of games and similar activities, are provided. (SB)

ED 023 202

EC 001 931

Brinkman, Arlene F. Descriptive Study of Reporting Practices Used with Elementary Special Classes for Educable Retarded Children in the Minneapolis-St. Paul Metropolitan Area.

Minnesota Univ., Minneapolis.

Pub Date Oct 67

Note—94p.

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors—Achievement Rating, Children, Educable Mentally Handicapped, Elementary Grades, Evaluation Methods, Evaluation Techniques, *Exceptional Child Research, Grading, Home Visits, *Mentally Handicapped, Parent Teacher Conferences, Records (Forms), Report Cards, Special Classes, Student Evaluation, Student Records

Reporting practices used by school systems serving elementary age, educable mentally retarded children were determined and reporting techniques evaluated. All the Minneapolis-St. Paul school systems submitted specimen report cards, and 91 of a possible 124 teachers in 23 school systems completed a questionnaire appraising common reporting practices. Findings were that about half of the systems used regular report cards. Half used a special report card, while a small number used narrative reports. Written reports were generally sent four times yearly. All of the teachers reported having parent conferences; a few reported home visits to all pupils. The teacher questionnaire indicated the following: regular report cards are concise, simple to use, and time saving, but are not applicable to special classes and are subject to misunderstanding; special report cards share all the advantages of the regular report and none of its disadvantages; narrative reports are exact, individualized, and applicable, but are time consuming and provide no continuity; conferences are accurate and of help to the parents, but are time consuming; and home visits provide the teacher with useful information, but lack privacy and frankness. (DF)

ED 023 203

EC 002 342

Quigley, Stephen P. And Others. Deaf Students in Colleges and Universities.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date Jan 68

Note—196p.

Available from—Alexander Graham Bell Association for the Deaf, Inc., The Volta Bureau, 1537 35th Street, N.W., Washington, D.C. 20007 (\$6.50).

Document Not Available from EDRS.

Descriptors—Academic Achievement, Achievement, Adjustment (to Environment), *Aurally Handicapped, Case Records, College Attendance, College Graduates, College Students, Deaf, Evaluation Methods, *Exceptional Child

Research, Grades (Scholastic), Graduate Surveys, Hard of Hearing, Occupations, Professional Occupations, Questionnaires, Social Adjustment

Identifiers—Gallaudet College

In order to determine problems encountered and factors relating to successful attendance of deaf students at regular colleges, a self-administered questionnaire was mailed to 992 persons. The 653 usable responses were divided into five groups for comparative analysis: Group A, those who graduated from a regular college (224); Group B, those who did not graduate (131); Group C, those still in college (161); Group D, those who transferred from a regular college to Gallaudet (39); and Group E, those graduates of Gallaudet who later attended regular graduate schools (98). Subjects in Groups A and E were highly successful in terms of academic and professional accomplishments, were in professional occupations, and were well adjusted in their marital and social lives. Groups B and D's lower grades in college than Groups A and E seemed to be the major factor in termination or transfer to Gallaudet from regular colleges. In contrast to the graduates, Group C, still in college, used hearing aids more, had more home training and parental encouragement to attend college, and had grades comparable to Group B. Recommendations are given and 79 tables are included. (SN)

ED 023 204

EC 002 457

Jackson, Stephen. Special Education in England and Wales.

Pub Date 66

Note—147p.

Available from—Oxford University Press, 417 Fifth Avenue, New York, New York 10016 (\$2.20).

Document Not Available from EDRS.

Descriptors—Aurally Handicapped, Educational Programs, Emotionally Disturbed, Epilepsy, *Exceptional Child Education, Films, Home Instruction, Hospital Schools, Institutionalized (Persons), Mentally Handicapped, Multiply Handicapped, Physically Handicapped, Remedial Programs, Special Classes, Speech Handicapped, Teacher Education, Visually Handicapped, Voluntary Agencies

Organized in question and answer form, the book provides an introduction to the field of special education in England and Wales. Services are discussed and outlined for children who are educationally subnormal (mentally handicapped), delicate, physically handicapped, maladjusted, epileptic, hearing impaired, visually impaired, defective in speech, and multiply handicapped. Case studies are used to illustrate the different types of handicaps. Also described are various placements such as home instruction, hospital teaching, special classes in regular schools, and remedial services. Children unsuitable for education in school are discussed; programs of teacher training are considered; and voluntary organizations concerned with handicapped children are listed. Each chapter cites references for suggested reading, and there is a listing of 27 films about handicapped children. (DF)

ED 023 205

EC 002 458

Klein, Genevieve, Ed. And Others. Covert [Children Offered Vital Educational Retraining and Training] Project. Year 1.

Arizona Children's Home, Tucson; Tucson Child Guidance Clinic, Ariz.; Tucson Public Schools, Ariz.

Report No—DPSC-66-972

Pub Date 67

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Administrative Organization, Behavior Problems, Day Schools, Educational Therapy, *Emotionally Disturbed, Evaluation Techniques, *Exceptional Child Research, Identification, Play Therapy, Program Descriptions, *Program Planning, Regular Class Placement, Residential Schools, Special Classes, Teachers, Tutorial Programs

Involving seven Tucson school districts, a children's home, and a child guidance clinic, the Covert School (Children Offered Vital Educational Retraining and Training) was designed to initiate, compare, and evaluate educational approaches to the problems of emotionally disturbed children. Six distinct approaches were

implemented, including a residential school, a day school, special class programs, a group approach combined with a tutorial program, a supportive teacher for children in regular classes, and recreational therapy for children in regular classes. Areas involved were identification of problem children, the teacher as team member, teacher evaluation and reporting, techniques to be demonstrated, pupil and project evaluations, teacher objectives and purposes, the teacher's professional role, classroom management, and means of teacher identification of individual problems to determine classroom procedures. The school's philosophy, location and physical plant, and organization (cooperation, coordination, admission and dismissal procedures, and implementation planning) are described. (RK)

ED 023 206 24 EC 002 467
Gallagher, James J.

Teacher Variation in Concept Presentation in BSCS (Biological Sciences Curriculum Study) Curriculum Program.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency-Biological Sciences Curriculum Study, Boulder, Colo.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-5-0585
Pub Date [66]

Contract-OEC-6-10-196

Note-43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors-Biological Sciences, Biology Instruction, Concept Teaching, *Curriculum, *Exceptional Child Research, *Gifted, High Achievers, Interaction, Interaction Process Analysis, Program Content, *Sciences, Scientific Concepts, Teachers, *Teaching Methods, Teaching Programs, Teaching Styles

Identifiers-Biological Sciences Curriculum Study, BSCS

As a result of the Biological Sciences Curriculum Study (BSCS), instructional content and style were studied in six teachers teaching the concept of photosynthesis. The same BSCS curriculum program was used by all six teachers; all six had some previous BSCS training. The students in the six classes had been selected on the basis of high ability and/or high achievement. Three consecutive class sessions were recorded during the introduction of photosynthesis and analyzed by the topic classification system of Aschner, Gallagher, and others. Significant interteacher variations were found on dimensions on teacher intent and level of conceptualization but not on teacher style. Wide variations were found among emphases on various biological concepts or background materials. It was thus concluded that using the same curriculum materials does not insure similar instruction. (Author/JD)

ED 023 207 08 EC 002 472
Groelle, Marvin C.

A Pilot Project in Curriculum Development for "Work Experience" and "Occupations" Courses for Educable Mentally Retarded Students.

Oakland Unified School District, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-P-ERD-310-65

Bureau No-BR-5-0163

Pub Date Aug 67

Contract-OEC-6-85-012

Note-25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors-Cooperative Education, Curriculum Development, Educable Mentally Handicapped, *Exceptional Child Research, *Instructional Materials, Job Placement, Job Skills, Job Training, *Mentally Handicapped, Program Evaluation, Vocational Counseling, *Vocational Education, Vocational Interests, Work Experience Programs, Work Study Programs

A 2-year project constructed a work study program for educable mentally retarded (EMR) high school students. The first phase developed courses of study, instructional materials, and teaching procedures; the second phase established a functional vocational training program in five high schools with approximately 150 EMR seniors (IQ range 53 to 78, ages 17-8 to 19-2) and had classroom instruction on occupation and work experience (two 60-minute periods per day) which included experimental use of the material developed in the first phase. The evaluation of the program and a followup on graduated pupils

were done in the third phase. Of the 150 pupils, 52% were placed in full-time competitive employment, 32% were in training situations and 15% were unemployed when the project ended. Optimal employment times were early spring and fall. Instructional materials developed were a series of progressively more complicated job application forms, job descriptions of work for EMR's increasing in reading difficulty from third to fifth grade level, short work-orientated study lessons adapted for role playing, and an interest inventory and a commercially produced booklet on human relations both revised to fourth grade reading levels. (SN)

ED 023 208 40 EC 002 500
Martin, Clessen J.

Associative Learning Strategies Employed by Deaf, Blind, Retarded and Normal Children. Final Report.

Michigan State Univ., East Lansing. Coll. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-ER-38; R-069

Bureau No-BR-5-0405

Pub Date Jun 67

Grant-OEG-5-0405-4-11-3

Note-219p.

EDRS Price MF-\$1.00 HC-\$11.05

Descriptors-Associative Learning, Average Students, Blind, *Cognitive Processes, Educable Mentally Handicapped, *Exceptional Child Research, *Learning, Learning Processes, *Mentally Handicapped, Paired Associate Learning, Remedial Instruction, Retention, Verbal Development, Verbal Learning, Visually Handicapped

Eight experiments studied the following aspects of associative strategies in learning: classification; verbalization at three developmental levels; verbalization by normal and educable children; facilitation of associative learning among educable retardates; effectiveness of familiarization and differentiation training on the successful employment of associative strategies among educable retardates; conditionability among educable retardates; verbalization by blind children; and administration to educable retardates in word recognition learning. From the results of the series, it was concluded that the storage process can be greatly facilitated; that retarded children preponderantly use less efficient strategies; that successful performance was dependent upon the identification of learning strategies appropriate to the tasks in question; that experimenter-supplied strategies facilitate retention; and that remediation of associative learning is possible. The studies are discussed in detail. Four appendixes, 31 tables, and 18 figures present data; a bibliography lists 38 items. (DF)

ED 023 209 EC 002 504
Ahlsstrom, K.G. And Others

Experiment in Learning to Discriminate Frequency Transposed Speech.

Uppsala Univ. (Sweden). Inst. of Education.

Spons Agency-Swedish Council for Social Science Research, Stockholm; Tri-Centennial Fund of the Bank of Sweden, Stockholm.

Note-37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors-Articulation (Speech), Audio Equipment, Auditory Discrimination, Auditory Perception, Auditory Tests, *Auditory Training, Consonants, *Exceptional Child Research, Paired Associate Learning, *Perception, Statistical Data, Students, Student Testing, Syllables, Vowels

In order to improve speech perception by transposing the speech signals to lower frequencies, to determine which aspects of the information in the acoustic speech signals were influenced by transposition, and to compare two different methods of training speech perception, 44 subjects were trained to discriminate between transposed words or syllables. Since the subjects had normal hearing, a hearing less was simulated by including a low-pass filter and white noise in the circuit for transposing speech signals. The consonant sounds most easily identified at the first test session were /g/, /k/, /sp/ and /sk/, with /d/ and /c/ the most difficult. The subjects learned to rely in their discriminations on the code dimensions voicing, duration, and cluster consonant but not on place of articulation. Neither of the two training methods compared, anticipation and recall for paired as-

sociate learning, was found more effective. It did not seem to matter which of the two training materials, words or syllables, was used. Six figures, 18 tables, and six references are included. (GD)

ED 023 210 EC 002 523
Bishop, Virginia E.

School Vision Screening; Policies, Procedures, Practices.

Chester School District, Pa.

Pub Date 67

Note-46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors-Administrative Personnel, *Exceptional Child Research, *Identification, Partially Sighted, Questionnaires, School Nurses, Screening Tests, *State Programs, Statistical Surveys, Teachers, *Visually Handicapped

Identifiers-Pennsylvania

A three-part study provides supportive data to reinforce a request for revision of Pennsylvania's school vision screening standards in order to properly identify visually limited children. The school vision screening policies of 35 states are surveyed in nine tables, and the problems involved in screening practices are discussed. The reactions of 18 special educators to the county and city level vision screening programs in Pennsylvania are presented, along with the responses of 44 school nurses to a questionnaire concerning the vision screening practices and procedures in Chester County, Pennsylvania. The results of the study indicate the necessity of developing a modified clinical technique, combined with the Snellen Test and teacher observation. Copies of the questionnaire forms are included. (MK)

ED 023 211 EC 002 561
Cowen, Emory L., Ed. And Others

Emergent Approaches to Mental Health Problems. The Century Psychology Series.

Pub Date 67

Note-479p.; Impetus for the publication largely from conference on "Emergent Approaches to Mental Health Problems" (June 17-19, 1965).

Available from-Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 (\$9.00).

EDRS Price MF-\$2.00 HC Not Available from EDRS.

Descriptors-Behavior Theories, *Community Programs, Counselor Training, Culturally Disadvantaged, Educational Therapy, *Emotionally Disturbed, *Exceptional Child Education, Manpower Development, Manpower Utilization, Mental Health Programs, *Personnel, Prevention, Project Training Methods, Psychoeducational Processes, *Psychotherapy, School Community Programs

Innovative approaches to mental health problems are described. Conceptualizations about the following areas are outlined: psychiatry, the universe, and the community; theoretical malaise and community mental health; the relation of conceptual models to manpower needs; and mental health manpower and institutional change. Community programs and new sources of manpower are considered in terms of college students as companions to the mentally ill, pilot training projects for mental health counselors, new manpower for mental hospital service, training of human service aides, a neighborhood based mental health approach, psychological care for the poor, and a small community's mental health consultation program. New approaches in the schools include preventive aspects of school experience, prevention in the classroom through a behavioral sciences teaching program, enhancing a teacher's mental health function, history and evaluation of the St. Louis School Mental Health Project, a project's strategies in mental health consultation, early identification and prevention of emotional disturbance in a public school, project Re-ED (educational intervention in discordant child rearing systems), and a school district's program for schizophrenic, organic, and seriously disturbed children. Directions are indicated for future work. A bibliography cites 167 items. (SN)

ED 023 212 EC 002 565
Rawson, Margaret B.

Developmental Language Disability: Adult Accomplishments of Dyslexic Boys. Hood College Monograph Series, Number 2.

Pub Date 29 Mar 68

Note-127p.

Available from—The Johns Hopkins Press, Baltimore, Maryland 21218 (\$5.50).

Document Not Available from EDRS.

Descriptors—*Achievement, Achievement Rating, Dyslexia, *Exceptional Child Research, *Family (Sociological Unit), Followup Studies, Gifted, Heredity, *Identification, Intelligence, *Learning Disabilities, Learning Experience, Learning Readiness, Perceptual Motor Coordination, Professional Occupations, Reading Achievement, Spelling, Underachievers, Vocational Followup

A longitudinal study was made of 56 boys, a highly homogeneous group from 44 families. All had attended a regular private elementary school for at least 3 years between 1930 and 1937. All were placed in three groups according to their performance on a language learning facility scale. The lowest 20 were rated as dyslexic, with specific developmental language disability. The followup study was done in 1964 and 1965. The subjects ranged from 26 to 40 years of age, with a mean of 33.4. All had completed secondary school; 48 had earned their baccalaureate degrees; and three were still undergraduates. Mean numbers of college years completed were 5.451 (high group), 5.69 (medium group), and 6.02 (low group). All were employed and classified by Warner's Scale in Social Class in America, and the low group had the highest rating with nine in the first class, nine in the second, and one each in the fourth and fifth classes of the five classes. Twenty boys in the low group (IQ range 94 to 153) were matched with one from the other two groups (IQ range 111 to 185) by achievement in education, age, type of college, socioeconomic status, and occupation. The difference between the mean IQ's favored 14 nondyslexic and five dyslexic boys ($p < .001$). (SN)

ED 023 213 EC 002 568

Kershner, John R. Bauer, David H. Neuropsychological and Perceptual-Motor Theories of Treatment for Children with Educational Inadequacies.

Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Research.

Pub Date Sep 66

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*Child Development, Etiology, *Exceptional Child Research, *Learning, *Learning Disabilities, Learning Theories, Mentally Handicapped, Models, Neurological Organization, *Perception, Perceptual Development, Psychoeducational Processes, Space Orientation Identifiers—Carl H. Delacato, Glenn Doman, Newell C. Kephart

Two divergent approaches to the treatment of children with nonprogressive brain injury (the medical or neuropsychological and the educational or perceptual-motor) are discussed and compared by treatment rationale, models of the perceptual process, etiology, and organization theory. A guide to a comprehensive theory of development, based on stimulation of the central nervous system, is presented; and, by placing the two theories in perspective, a treatment rationale is derived from the similarities of their methods. The design of a theoretical model based on the latest neurological findings is suggested. Recommendations for research, a pilot study on the neuropsychological method, a developmental profile chart, and a 33-item bibliography are included. (DF)

ED 023 214 EC 002 584

Kephart, Newell C. Learning Disability: An Educational Adventure. The 1967 Kappa Delta Pi Lecture.

Pub Date 68

Note—133p.

Available from—The Interstate, 19-27 North Jackson Street, Danville, Illinois 61832 (\$3.95).

Document Not Available from EDRS.

Descriptors—Abstract Reasoning, Cognitive Development, *Cognitive Processes, Emotionally Disturbed, *Exceptional Child Education, Learning Activities, *Learning Disabilities, Mental Rigidity, Neurologically Handicapped, Neurological Organization, *Perception, Perceptual Motor Coordination, Perceptual Motor Learning, Stimulus Generalization, Symbolic Learning, *Teaching Methods, Thought Processes

Educational implications and symptoms are described for learning disorders, the disruption in the processing of information within the central

nervous system caused by brain damage, emotional disturbance, or inadequate presentation of learning experiences. Developmental sequences, developmental progression, and restoration of development are detailed for the human organism; educational readiness is also considered. Methods of teaching generalization are discussed from initial datum to elaboration and integration; levels of generalization are given; and reactions of rigidity, perseveration, and frustration to new learning tasks are compared. Representative teaching activities including readiness skills such as gross motor activities, balance, laterality, locomotion, coordination, experimentation, and fine motor coordination are described and illustrated by 15 figures. Suggestions are presented for classroom management, clinical procedures, and special classes to cover the range and complexity of the problems of these children. Regular classroom use is emphasized. (SN)

ED 023 215 EC 002 585

Gardner, Riley W. Moriarty, Alice. Personality Development at Preadolescence: Explorations of Structure Formation.

Pub Date 6 Jun 68

Note—344p.

Available from—University of Washington Press, Seattle, Washington 98105 (\$9.50).

Document Not Available from EDRS.

Descriptors—*Child Development, Children, Cognitive Development, *Cognitive Processes, *Exceptional Child Research, Individual Development, Intelligence Tests, Personal Growth, *Personality, Personality Assessment, Personality Development, Projective Tests, Psychological Evaluation, Psychological Patterns, *Self Concept, Thought Processes

Personality development and structure formation were studied in 60 preadolescent children (aged 9 to 13). Six major aspects of preadolescent individuality were assessed: cognitive controls, performance on the Holtzman Inkblot Test, intellectual abilities, general response to clinical testing, general response to laboratory testing, and defense mechanisms and general characteristics of ego organization. Results suggested that defenses and cognitive control organization are more fully and clearly developed at preadolescence than often assumed; that no single group of structural variables was regnant over others assessed in predicting behavior; that a number of developmental changes occur in structural organization from early to late preadolescence; and that sex differences are generally absent. Findings on all six aspects are detailed, and four case studies are presented. A bibliography cites 272 items. (DF)

ED 023 216 EC 002 588

Edgington, Ruth And Others. Helping Children with Reading Disability.

Pub Date 68

Note—91p.

Available from—Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 (\$1.00).

Document Not Available from EDRS.

Descriptors—Auditory Training, Dyslexia, *Exceptional Child Education, Eye Hand Coordination, Instructional Aids, *Instructional Materials, Kinesthetic Perception, *Learning Disabilities, Phonics, *Reading, Spelling, *Teaching Methods, Writing

Intended for parents helping their children with reading disabilities, the book describes specific activities in eight areas. The eight areas include general suggestions for the study period, hand and eye coordination activities, phonics training, ear training, reading, relaxation activities, muscle memory, writing, and spelling. Thirteen approaches to and methods of teaching are specified. The appendix lists instructional materials, including commercial work- and textbooks and programs, as well as other materials. Twenty-seven aids are also illustrated. (LE)

ED 023 217 EC 002 589

Hampshire Country School Staff Commitments.

Hampshire Country School, Rindge, N.H.

Pub Date 66

Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—Behavior Standards, Contracts, *Emotionally Disturbed, *Exceptional Child Education, *Gifted, *Personnel, Program Administration, Program Descriptions, Residential

Schools, Specifications, *Standards, Student Behavior, Teacher Qualifications, Teacher Responsibility

Intended for professional personnel of the Hampshire Country School, which treats gifted children with immobilizing emotional dysfunctions, the handbook specifies staff commitments. The Code of Ethics, adapted from the National Education Association Code as supplemented by The Council for Exceptional Children, sets forth four principles: commitment to the student, to the community, to the profession, and to professional employment practices. A conceptual framework of the school program outlines the rationale of administrative organization and practices, houseparenting, coeducation, extracurricular activities, and the interdependence of specific areas and the totality of the therapeutic community. Qualifications of staff are discussed, and the following are provided: a manual listing rules and regulations, a policy statement on student smoking, and an employee copy of the school contract. (JD)

ED 023 218 EC 002 602

Kelly, J.C. Audio-Visual Speech Reading: A Manual for Training the Hard-of-Hearing in Voice Communication.

Illinois Univ., Urbana. Speech and Hearing Clinic.

Pub Date Mar 67

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Audiovisual Communication, *Audiovisual Instruction, Auditory Evaluation, Auditory Tests, Auditory Training, Auditory Visual Tests, *Aurally Handicapped, Deaf, *Exceptional Child Education, Hard of Hearing, Lipreading, Speech Instruction, *Teaching Methods

Designed for persons involved in teaching the deaf and hard of hearing, the booklet provides training in the fundamentals of speech reading, a bisensory (eye plus ear) approach to communication. Basic principles in teaching speech reading are defined, including the advantages of recognition of sounds as opposed to description, use of audible and inaudible stimuli, advantages of contextual exercises, benefits of group instruction, and teaching easier sounds first. Also provided are 20 voice communication lists designed to evaluate the amount of voice which may be sent or received by a patient and a test of visual recognition ability for determining lip reading skill. Directions for using both are stated. Lessons in speech reading are included, beginning with vowels and progressing through the visible consonants to connected speech. The lessons treat recognition training (exploring the characteristics of a sound), and drills with sounds, sound combinations, and words. (JB)

ED 023 219 EC 002 619

Alpha Chi Omega Toy Book. Alpha Chi Omega Fraternity, Indianapolis, Ind. Note—41p.

Available from—Alpha Chi Omega National Headquarters, 3445 Washington Boulevard, Indianapolis, Indiana 46205.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Cerebral Palsy, Children, *Exceptional Child Education, Games, Handicapped, *Instructional Materials, Manipulative Materials, Perceptual Motor Coordination, *Physically Handicapped, Psychomotor Skills, *Self Care Skills, Skill Development, Toys

Patterns and directions are given for making self-help toys for cerebral palsied and other handicapped children. The toys are designed to entertain and to develop muscle coordination and finger-elbow dexterity, teach self-help skills such as dressing, stimulate visual perception, encourage hand grasps and eye-hand coordination, motivate speech, and give dramatic play. Illustrations and directions are given for the construction of 38 toys; 10 additional toys and 11 kits for play activities are also suggested. (DF)

ED 023 220 EC 002 620

Sigel, Irving E., Ed. Hooper, Frank H., Ed. Logical Thinking in Children; Research Based on Piaget's Theory.

Pub Date 29 Apr 68

Note—541p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 (\$7.95).

Document Not Available from EDRS.

Descriptors-Abstraction Levels, Children, Cognitive Development, *Cognitive Processes, Comprehension, Conservation (Concept), Evaluation, *Exceptional Child Research, Geometric Concepts, Intellectual Development, Learning Characteristics, Learning Theories, Logical Thinking, Mathematical Logic, Perception, Predictive Validity, Research Reviews (Publications)

Identifiers-Piaget

Theoretical and empirical research derived from Piagetian theory is collected on the intellectual development of the elementary school child and his acquisition and utilization of conservation concepts. The articles present diversity of method and motive in the results of replication (validation studies of the description of cognitive growth) and efforts at modifying the course of growth as charted by Piaget. Research is included on quantity conservation concepts at different ages and with situational generality, the development of number concepts (including a scalogram analysis and a comparison of the logic of classes and cardinal numbers), the development of spatial and geometric concepts (also examined by nonverbal methods), and the growth of logical operations (including a scalogram study). Additional areas treated are the acquisition of conservation of substance and weight, quantity, number, learning and operational convergence in logical thought development, effects of verbal and perceptual training on water level representation, and Piagetian research and education. Conservation is discussed theoretically as a source of empirical research, by a stimulus-response analysis, by problems from perception to inference, and on methodological and definitional considerations. (SN)

ED 023 221 EC 002 626

Williams, Phillip Gruber, Elisabeth
Response to Special Schooling: An Investigation
Concerned with Children from Special Schools
for the Educationally Subnormal.

Pub Date Jul 68

Note-160p.

Available from-Humanities Press, Inc., 303 Park
Avenue South, New York, New York 10010
(\$2.75).

Document Not Available from EDRS.

Descriptors-*Achievement, Child Development, Children, Educable Mentally Handicapped, *Environmental Influences, *Exceptional Child Research, *Family (Sociological Unit), Family Environment, Intelligence Differences, Intelligence Tests, Interviews, Low Achievement Factors, *Mentally Handicapped, Neurologically Handicapped, Slow Learners, Special Classes, Special Schools, Student Adjustment, Trainable Mentally Handicapped

Identifiers-South Wales

To differentiate between educationally subnormal students who do and who do not respond well to special school education, 161 children attending special classes in South Wales were studied. The first (the E-) group consisted of 47 children (mean IQ 55) found unsuitable for special school education. The second (the S-) group included 57 children (mean IQ 73) who had been transferred back to the ordinary school system and did well. Data obtained from interviews with mothers were analyzed; 35 hypotheses concerning congenital factors, early development, home standards, economic and material factors, family well-being, and cultural factors were tested. Results indicated that the E-group had a high incidence of organic damage, delayed development, and illness; the S-group tended to show normal early development but abnormal home environments. Conclusions drawn were that early identification of retardation is needed and that environmentally and organically handicapped children may require different educational programs. Six case studies are presented. (LE)

ED 023 222 EC 002 629

DeBuler, Ralph M.

An Appraisal of a Program of Instruction for
Children of Average or Higher Reasoning Ability
Who Are Retarded in Reading.

Edmonds School District 15, Lynnwood,
Washington

Pub Date 66

Note-44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors-Attitudes, Average Students, *Community Programs, *Exceptional Child Research,

Experimental Programs, Gifted, Instructional Innovation, Language Arts, Parent Attitudes, Program Evaluation, *Reading, Reading Difficulty, Reading Improvement, School Personnel, Social Studies, Teacher Attitudes

An instructional program for children retarded in reading but average or above in intelligence enrolled 57 seventh grade students. The program consisted of instruction in language arts and social studies which utilized audiovisual materials, class discussions, resource people, pictorial textbooks, oral quizzes, self-expression writing, and high interest/low difficulty books. Students spent half-days in the experimental program and the remaining time in integrated classes. According to factual information tests, the experimental group improved in the positive direction, but the change did not achieve statistical significance. An assessment definitely indicated positive attitudes toward the group by school personnel (p.01). A survey of parents did not reveal negative attitudes toward the program. The literature on characteristics of disabled readers is reviewed; a 38-item bibliography and copies of instruments developed to screen for intelligence and to measure school personnel and parent attitudes are provided. (MK)

ED 023 223 EC 002 631

Wolf, James M.

The Blind Child with Concomitant Disabilities.
American Foundation for the Blind Research Series
Number 16.

American Foundation for the Blind, New York,
N.Y.

Pub Date 67

Note-120p.

Available from-American Foundation for the
Blind, 15 West 16th Street, New York, New
York 10011.

Document Not Available from EDRS.

Descriptors-Academic Achievement, *Administration, Administrative Personnel, Admission Criteria, Children, *Exceptional Child Research, Incidence, Institutional Administration, Institutionalized (Persons), *Mentally Handicapped, *Multiply Handicapped, Questionnaires, Special Classes, Special Services, Teacher Motivation, Teacher Qualifications, Teaching Methods, *Visually Handicapped

Data were collected from 48 chief administrators of schools enrolling 6,696 visually handicapped children to determine enrollment, disabilities, and services; and from 53 special class teachers in 28 of the schools concerning their 453 retarded blind children. Analysis of data revealed that 25% of the population studied were mentally retarded, 85% of the schools accepted mentally retarded blind children, 67% had special classes for them, and 75% of special classes were mixed for blind and partially seeing mentally retarded children. The average number of disabilities reported was 3.18 per child, and the most frequent concomitant disabilities were personality and speech defects. The main reason given for assignment of the special class teacher was a high tolerance for limited educational progress, but 80% of the teachers indicated it was their own choice. Of the special class teachers, 85% had bachelor's degrees, 40% master's, and 26% post-master's work; 75% were certified elementary teachers, and 61% had certification in special education. Average pupil-teacher aide ratio was three to one. Of the residential schools, 38% had prepared special curriculum materials for mentally retarded blind children and 46% of the administrators reported that providing services for the multiply disabled blind child will become the major role of the residential school. (KH)

ED 023 224 EC 002 633

Eron, Leonard D., Ed.

The Classification of Behavior Disorders.

Pub Date 66

Note-180p.

Available from-Aldine Publishing Company, 320
West Adams Street, Chicago, Illinois 60606
(\$5.95).

Document Not Available from EDRS.

Descriptors-*Behavior, Behavioral Science Research, Behavior Theories, Classification, Clinical Diagnosis, Cultural Differences, *Emotionally Disturbed, Etiology, *Exceptional Child Education, *Identification, Interdisciplinary Approach, Neurologically Handicapped, Psychiatrists, Psychiatry, Psychopathology, Psychotic Children

A psychoanalyst, a psychiatrist, a psychopathologist, and a biometrician debate the classification of behavior disorders by each presenting one paper and discussing another. Aspects discussed are the historical review of classification of behavior disorders and one current perspective; a cross-cultural approach to psychopathology and its implications for diagnostic classification; the classification of the psychotic disorders in childhood; and the psychiatric classification of behavior, a strategy of personal constraint. References are cited. (AJ)

ED 023 225 EC 002 635

Rusalew, Herbert

The Vocational Adjustment of the Older Disabled
Worker: A Selective Review of the Recent
Literature. Final Report. Volume II.

Federation Employment and Guidance Service,
New York, N.Y.

Spons Agency-Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Report No-PROJ-RD-903-P

Pub Date 67

Note-59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors-*Adult Education, Community Programs, Employment Problems, *Exceptional Child Research, Job Placement, Job Training, Legislation, Older Adults, *Physically Handicapped, Research Reviews (Publications), Retirement, Services, Sheltered Workshops, Unemployment, *Vocational Adjustment, Vocational Counseling, *Vocational Rehabilitation, Volunteers

Recent selected literature on problems encountered by the disabled worker aged 55 years and over is reviewed. Aspects considered include the background to and nature of the problem; displacement, unemployment, and retirement; pension problems; legislation; capacities of the older disabled worker; expanding vocational opportunities for the older disabled person; vocational counseling; education and training; sheltered workshops; placement; volunteer services and crafts; and community programs. Ten generalizations are drawn from the literature and four recommendations are made. A bibliography cites 169 items. (MK)

ED 023 226 EC 002 642

Self-Study and Evaluation Guide.

National Accreditation Council for Agencies
Serving the Blind and Visually Handicapped,
New York, N.Y.

Spons Agency-American Foundation for the
Blind, New York, N.Y.; Social and Rehabilitation
Service (DHEW), Washington, D.C.

Report No-PROJ-RD-2406-S

Pub Date 68

Note-348p.

Available from-National Accreditation Council
for Agencies Serving the Blind and Visually
Handicapped, 84 Fifth Avenue, Room 501,
New York, New York 10011.

Document Not Available from EDRS.

Descriptors-*Administration, Administrative Personnel, Evaluation Techniques, *Exceptional Child Services, Financial Policy, Financial Support, Library Services, Physical Facilities, Program Evaluation, Public Relations, Rehabilitation Centers, Self Evaluation, Social Services, *Standards, *Visually Handicapped, Visually Handicapped Mobility, Vocational Training Centers, Volunteers

Standards developed for agencies over a 3-year period are presented. The following are provided or specified: a manual of procedures for agency self-study, an agency and community profile, agency function and structure, financial accounting and service reporting, personnel administration and volunteer service, physical facilities, public relations and fund raising, library services, orientation and mobility services, rehabilitation centers, sheltered workshops, social services, vocational services, an individual staff member information form, and the evaluation summary and report. Directions for use are given in each of the sections; charts, tables, and lists of members of the National Accreditation Council's officers and board of directors, Commission on Accreditation, Commission on Standards, council staff, and the panel of reviewers for the guide are included. (SN)

ED 023 227 EC 002 646

Lord, F.E., Ed. Isenberg, Robert M., Ed.

Cooperative Programs in Special Education.

Council for Exceptional Children, Washington, D.C.; Department of Rural Education, Washington, D.C.

Pub Date 64

Note-67p.

Available from—The Council for Exceptional Children, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.75).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Community Programs, Comprehensive Programs, Cooperative Education, Cooperative Programs, *Exceptional Child Education, Gifted, Handicapped Children, Incidence, Interdisciplinary Approach, Program Coordination, Program Descriptions, *Program Planning, Public Schools, Shared Services, Special Programs, *State Programs

Representative approaches used in programs in special education in the United States are presented. An overview is given of the types, definitions, numbers, and prevailing practices for serving exceptional children in the public schools; various approaches to developing area programs (contracting for service, organizing a special district, and developing an effective intermediate unit) are discussed. Specific cooperative programs described are joint agreements in Illinois; intermediate school districts in Michigan; the program in Oakland County, Michigan; cooperative programs in California; southwest school districts of Los Angeles County; the program in Orange County, California; and the boards of cooperative educational services in New York. Also considered are the Special District for the Education and Training of Handicapped Children of St. Louis County, Missouri; and the multicounty unit plan in Iowa. A list of 12 resource materials is included. (DF)

ED 023 228

EC 002 647

Benyon, Sheila Doran
Intensive Programming for Slow Learners. The Slow Learner Series.

Pub Date 68

Note-116p.

Available from—Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$1.75, paperbacks; \$3.95, cloth).

Document Not Available from EDRS.

Descriptors—Case Studies (Education), Coordination, Discrimination Learning, *Exceptional Child Research, *Learning Disabilities, Motor Development, *Perception, Perception Tests, Perceptually Handicapped, Perceptual Motor Coordination, Perceptual Motor Learning, Projective Tests, Self Actualization, Self Concept, Sensory Aids, Sensory Integration, Space Orientation, *Teaching Methods, Test Results

Seven children with basic perceptual motor problems (learning disorders) in varying severity were selected for a 6-week intensive program. All were from 6 to 8 years old and had mental ages 2 years below their chronological age. Structured and integrated areas of instruction were speech and language, perceptual-motor, gross motor, and aquatics. Main areas of emphasis were body image, position in space, form constancy, and sensory integration. Instructional materials included teacher-made and commercial supplies, gymnastic equipment, and a pool. Two parent conferences took place, and daily records were kept on the children's progress. Case studies on each child present background information, contact with center, initial status, behavioral characteristics, speech and language skills, perceptual and motor problems, and aquatic accomplishments. The 27 daily lesson plans describe the materials and teaching methods used. Six pre- and posttests include the Metropolitan Readiness Test and the Goodenough Draw-a-Man Test. On the former test, four children improved from E (Low) to D (Low Normal), one from D to a higher D, one from C (Average) to B (High Normal), and one from A (Superior) to a higher A. On the latter test, increases in mental age ranged from 6 months to 4 years. (SN)

ED 023 229

EC 002 672

Kederis, Cleves J. And Others
Training for Increasing Braille Reading Rates. Final Report.

American Printing House for the Blind, Louisville, Ky.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date 14 Oct 64

Note-15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Braille, *Exceptional Child Research, *Motivation, Pacing, Positive Reinforcement, *Reading, Reading Comprehension, Reading Speed, Reading Tests, Tachistoscopes, Teaching Machines, Test Results, *Visually Handicapped

Two studies used controlled exposure devices in attempts to improve braille reading. The three null hypotheses tested were that reading practice under controlled exposure does not increase reading rates, any increase will not be maintained, and no differences in comprehension occur because of practice. Subjects were selected by the Gates Basic Reading Test and randomly assigned to experimental and control groups. The first group of three subjects in grades 6 to 12 was divided into fast, average, and slow readers at each of three grade levels, while the second study chose the 16 highest and 16 lowest scorers. The first study trained the experimental subjects in 22 half-hour sessions on consecutive days with the tachistometer, and reading test forms were administered one month prior to training, immediately following training, and 1 to 2 months after training. In the second study, experimental subjects practiced paced reading (with attempted increases of two and one-half words per minute each day) for 20 half-hour sessions on consecutive days, using two books with vocabulary grade levels 5 to 9 and 7 to adult on the IBM Braille Reading Machine. The null hypotheses were confirmed in both studies. Significant reduction in reading time occurred on the motivated tests in both students (p.001 and p.01 respectively) in all the experimental and control groups. (DF)

ED 023 230

EC 002 741

The Florida Plan for Comprehensive Action to Combat Mental Retardation. A Report to the Governor.

Florida State Interagency Committee on Mental Retardation Planning, Tallahassee.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date 65

Note-112p.

Available from—Division of Mental Retardation, 900 South Brougham Street, Tallahassee, Florida 32304.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors—Community Programs, *Exceptional Child Education, Identification, Interagency Coordination, *Mentally Handicapped, Planning Commissions, *Program Planning, Public Relations, Research and Development Centers, Residential Schools, Special Services, State Action, *State Programs, State Schools, Vocational Rehabilitation

Identifiers—Florida

Information is provided on Florida's mental retardation facilities and programs, and specific recommendations and guidelines are given for the expansion and improvement of services. The following are specified: basic principles for the care of the mentally retarded; recommendations for legislative action, training centers, research, community action, and other public and private agencies and institutions; the development of state residential institutions; the nature of mental retardation, its causes, characteristics, degrees, and prevalence; and prevention, case finding, diagnosis, evaluation, and treatment. Also detailed are community and residential services; an enriched program of special education for the retarded, including training, rehabilitation, and employment; recommendations for research centers; a new legal concept of the retarded and dissemination of information to opinion-making groups; coordination of services on federal, state, and local levels; and commitments to needed areas of action. In all, 131 recommendations are made. Seven appendices and a 39-item bibliography are provided. (BA)

ED 023 231

40

EC 002 749

Wortman, Richard A.

Coaching and Teaching in Retardates: The Raven Matrices as a Learning Situation. Final Report.

Western Reserve Univ., Cleveland, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-6-8441

Pub Date Jan 68

Grant-OEG-3-6-068441-1568

Note-90p.

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—Abstract Reasoning, Cognitive Processes, Cognitive Tests, Educable Mentally Handicapped, Environmental Influences, *Exceptional Child Research, Group Norms, *Mentally Handicapped, Nonverbal Ability, Nonverbal Learning, Nonverbal Tests, Problem Solving, Socioeconomic Background, Suburban Youth, Testing, Test Results, Tests, Thought Processes

In order to determine the differential ability of mildly retarded school children to profit from coaching on non-verbal, non-academic reasoning problems and to study their problem solving and conceptual behavior, the Raven Coloured Progressive Matrices Test was given to 72 educable students (IQ 55 to 80) in socioeconomically homogeneous suburban slow learner classes (age 6 to 19). Control groups included 36 noncoached subjects and 21 coached and 19 noncoached normals (IQ 95 to 105). Encouragement was given during three test sessions after a coaching session on similar problems; controls were exposed to practice materials without coaching. Interaction of coaching with mental age helped to produce gains in the experimental group, who gained more and faster than the noncoached, with the first gain being the greatest. Significant gains (p.05) were recorded for age groups 8 to 9, 12 to 13, and 14 to 15, and were on coaching for the designs where the strong lines were oblique. The conclusion was that mild retardates think like normals but are unable to keep pace after age 12 to 13, particularly in analogical reasoning (corresponding with Piagetian distinctions between concrete and formal thought operations, appearing at age 12). Nongainers had significantly greater physical, emotional, and cultural pathology (p.05) than gainers. (Author/SN)

ED 023 232

24

EC 002 750

Taaffe, Gordon

An Investigation of the Cognitive Domain of Lipreading. Final Report.

Detroit Univ., Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-E-048

Pub Date 31 Mar 68

Contract-OEC-3-7-070048-2857

Note-44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Ability Identification, Cognitive Ability, *Cognitive Processes, *Communication (Thought Transfer), *Exceptional Child Research, Factor Analysis, Lipreading, Students, Tables (Data), Word Recognition

Twenty-one cognitive abilities, ease with which the speaker is lipread, structure of the language lipread, age and education of the lipreader and sex were hypothesized as being important in lipreading. Three factor analyses were conducted of lipreading variables and cognitive abilities in order to verify or refute the hypotheses. The influence of age and/or education on factor structure was also examined. Three samples of hearing lipreaders were used in the investigation: 89 eighth graders, 60 eleventh graders, and 102 adult females. The factorial analyses isolated seven lipreading factors: general lipreading ability, word-phrase lipreading ability, lipreading reasoning, facility with language, word facility, figural word fluency, spatial detail. Important cognitive abilities in lipreading are fluency and perceptual abilities. Reasoning and flexibility abilities, although of lesser importance than fluency and flexibility abilities, were also found to be important in lipreading. The findings have implications for lipreading teaching. It is suggested that this study has demonstrated the value of factor analysis in the study of lipreading and it is recommended that further factor analytic investigations of lipreading be undertaken. (Author/JD)

ED 023 233

EC 002 752

A Plan Called Promise.

West Virginia State Commission on Mental Retardation, Charleston.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date 27 Apr 66

Note-47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—Children, Community Programs, Educational Programs, Employment Programs, *Exceptional Child Education, Inservice Programs, Manpower Needs, *Mentally Handicapped

dicapped, Prevention, Program Administration, *Program Planning, Public Relations, Rehabilitation Programs, Research, Residential Programs, Special Programs, Special Services, State Legislation, *State Programs
Identifiers—West Virginia

Recommendations of the West Virginia Commission on Mental Retardation are summarized for both legislative action and major supplementary requests, and basic principles of the state plan are given. Descriptions are given of the state plan organization as a whole and programs for community facilities (diagnostic and treatment centers and community care), state institutions, education and rehabilitation, manpower (training of personnel, cooperative inservice training, and training jurisdiction), employment, prevention and research, protective care, and public awareness. Appendixes include the law creating the Commission, background data, present services for the mentally retarded, agencies' definitions of mental retardation, four tables, and lists of the commissioners, the advisory committee, the office staff, and regional citizens' committees on mental retardation. A bibliography of three items is included. (SN)

ED 023 234 EC 002 767

Graham, Milton D. And Others

851 Blinded Veterans: A Success Story.

American Foundation for the Blind, New York, N.Y.

Pub Date 68

Note—338p.

Available from—American Foundation for the Blind, Inc., 15 West 16th Street, New York, New York 10011

Document Not Available from EDRS.

Descriptors—*Adjustment (to Environment), Adults, Blind, *Exceptional Child Education, *Family (Sociological Unit), Leisure Time, Males, Medical Evaluation, Military Personnel, Participant Characteristics, Physical Health, *Recreation, Social Adjustment, Socioeconomic Status, Sociometric Techniques, Veterans Education, *Visually Handicapped, Vocational Adjustment

A study of 85 men with a service-connected disability of 70% or greater loss of vision was made from 10 Veterans' Administration clinics. Subjects were 20 to 64 years of age with a median of 46, 85% white, and 97% World War II and 3% Korean War veterans; 45% had taken advantage of the GI Bill for education, 64% were in the top half of the country's socioeconomic strata, 70% owned homes, 80% received disability compensation, and 92% lived in cities. Most lived in small primary family households, 1/4 had multihealth family problems, 1/3 had experienced marital disruption, and most considered themselves heads of their households. In general health, 20% were normal and 80% had conditions (54% mild, 11% moderate, 15% severe); 55% had a normal prognosis for life. For general activities, the radio was most used in passive entertainment, gardening and picnics were the most popular recreation activities with 52%; 65% read (double the national average), 78% voted in 1960, 91% visited, 54% belonged to organizations, 78% attended religious services, and those with some vision were frequent travelers. Of their friends, 88% were sighted. (SN)

ED 023 235 EC 002 770

Knoblock, Peter, Ed. Johnson, John L., Ed.

The Teaching-Learning Process in Educating Emotionally Disturbed Children, Proceedings of the Third Annual Conference on the Education of Emotionally Disturbed Children.

Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.

Pub Date 67

Note—141p.

Available from—Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 (\$3.00).

Document Not Available from EDRS.

Descriptors—*Behavior, Clinical Diagnosis, Conference Reports, Curriculum, Educational Needs, Educational Research, *Emotionally Disturbed, *Exceptional Child Education, Hyperactivity, Identification, Interaction Process Analysis, *Learning, Mathematics, Programmed Instruction, Reading Difficulty, Teaching Machines, *Teaching Methods

Identifiers—Syracuse Scholastic Rehabilitation Program

The teaching-learning process for emotionally disturbed children is explored by nine conference participants at Syracuse University. The interaction analysis system developed by Flanders and its adaptability to classroom situations faced by teachers of disturbed children are discussed; and comments on the applicability of this system are included. General research strategies for the teacher are described, and the research activity of the Syracuse Scholastic Rehabilitation Program in the Syracuse Public Schools is examined. A theoretical conception of hyperactivity and a curriculum for hyperactive children is presented; two papers provide comments. Diagnostic and programming problems of educators discussed include programming for disturbed children without a clear idea of who they are and a framework for discovering children's learning patterns in mathematics. (LE)

ED 023 236 EC 002 771

Directory of Facilities for Mentally Ill Children in the United States.

National Association for Mental Health, New York, N.Y.

Pub Date 67

Note—138p.

Available from—National Association for Mental Health, Inc., 10 Columbus Circle, New York, New York 10019 (\$2.50).

Document Not Available from EDRS.

Descriptors—Admission Criteria, Children, Costs, Directories, Educational Facilities, *Emotionally Disturbed, Exceptional Child Education, Facilities, Institutional Facilities, Residential Centers, Special Schools, Special Services

Facilities for mentally ill children are listed by states in this directory for parents and professional people. Each entry includes information on diagnostic considerations, capacity, admission criteria, whether the facility is residential or day care, geographic eligibility, and fees. Separate indexes list residential and day care facilities and member organizations of the National Association for Mental Health. (LE)

ED 023 237 EC 002 776

Natchez, Gladys, Ed.

Children with Reading Problems; Classic and Contemporary Issues in Reading Disability. Selected Readings.

Pub Date 21 Jun 68

Note—384p.

Available from—Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016 (\$8.95).

Document Not Available from EDRS.

Descriptors—Clinical Diagnosis, Dyslexia, Etiology, *Exceptional Child Education, *Identification, *Learning Disabilities, Learning Theories, Motivation, Personality Theories, Psychoeducational Processes, *Reading, Reading Skills, Research Reviews (Publications), Resource Materials, Socioeconomic Influences, *Teaching Methods

Intended for the student and teacher, primary source material is presented on theories and research relating to reading disability. Conflicting concepts of human development are discussed in the overview. Emotional neuropsychological, and cultural factors involved in causation are evaluated in 18 papers, diagnostic considerations in eight, and treatment in the classroom and of children with severe reading disability in 15 papers. Twenty-six tables, 18 figures, and references are included; a 26-item bibliography is provided. (LE)

ED 023 238 EC 002 777

Miller, Emanuel, Ed. And Others

Foundations of Child Psychiatry.

Pub Date 20 Jun 68

Note—714p.

Available from—Pergamon Press Inc., 44-01 21st Street, Long Island City, New York 11101 (\$30.00).

Document Not Available from EDRS.

Descriptors—Behavior Theories, *Child Development, Child Psychology, Clinical Diagnosis, Early Experience, *Emotionally Disturbed, *Exceptional Child Research, *Family (Sociological Unit), Family Relationship, Genetics, Infants, Mentally Handicapped, Personality Theories, Psychotherapy, Psychotic Children, School Phobia, Sociopsychological Services

Twenty-eight papers examine basic theories and clinical methods in child psychiatry. Theories and methods discussed concern child psychiatry and the World Health Organization, pediatrics, child disturbances, observation, the psychodiagnostic approach, longitudinal research in child development, the comparative approach to early child development, a methodological approach to defining an infant's ego, and problems of classification. The following clinical problems are covered: the directive function of speech in development and dissolution, psychogenic and allied disorders of communication in childhood, psychosis in childhood, later assessment of early experience, social problems of mental subnormality, school phobia, parental bereavement in childhood, the genetics of mental deficiency, and aspects of delinquent behavior in children and adolescents. Also considered are the role of the family in the emergence of child disorders; personality development and family vicissitudes; and family relationships, fathers, and the law. Therapeutic methods and prophylaxis described include therapeutic consultation, community therapy, psychopharmacology in childhood, behavior therapy and conditioning techniques, and primary prevention of mental disorders by school psychologists. (SN)

ED 023 239 EC 002 782

Edgerton, Robert B.

The Cloak of Competence; Stigma in the Lives of the Mentally Retarded.

Pub Date 67

Note—233p.

Available from—University of California Press, Berkeley, California 94720 (\$5.75).

Document Not Available from EDRS.

Descriptors—*Adjustment (to Environment), Adjustment Problems, Adults, Emotional Adjustment, Employer Employee Relationship, *Exceptional Child Research, Family Relationship, Friendship, Marital Status, *Mentally Handicapped, Personal Adjustment, Role Conflict, Self Concept, Self Esteem, Social Adjustment, Vocational Adjustment

The research staff contacted 53 mentally handicapped patients (mean age 34.3, mean IQ 65.3; 28 women, 25 men) discharged from a state hospital training and rehabilitation program. The 48 who cooperated were interviewed and studied for the ways in which they managed their lives and perceived themselves. No difference was found between the success of community adjustment by those above or below an IQ of 70. None of those studied would admit to mental retardation, and all had built stories to excuse their mental and social incompetence and their hospital stay, and to maintain their self esteem. Their sterilization was a major factor in their inadequate self concept but not in marital adjustment itself; sexual behavior did not differ from that of the general population. Nine of the 20 men were married, two to normal wives whom they supported, and 20 of the 28 women were married, 16 to normal men. Benefactors were found to be present and necessary in all cases to assist the ex-patients in coping with life and basic needs, and generally aided them to pass as normal. Motivation of benefactors always involved altruistic reasons and usually practical ones: 12 were supervisors in sanitariums or restaurants which regularly recruited those discharged from the state hospital; 13 were spouses or lovers, most of whom enjoyed a dominant relationship; 10 were close relatives; and 10 were neighbors or landladies. (SN)

ED 023 240 EC 003 158

Andrew, Gwen Feuerfile, David

Programming Habilitation of the Hospitalized Deaf-Retarded.

Michigan State Dept. of Mental Health, Lansing. Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Report No—RR-44

Pub Date Sep 65

Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—Academic Achievement, Aurally Handicapped, Communication Skills, Community Cooperation, Deaf, *Exceptional Child Research, Homemaking Education, Institutionalized (Persons), Intellectual Development, Job Placement, Mentally Handicapped, *Multiply Handicapped, Personal Adjustment, Programs, *Psychotherapy, Sheltered Workshops,

Social Adjustment, Vocational Rehabilitation, Work Experience

Thirty-two deaf retarded patients were diagnostically assessed for speech and hearing, intellectual function, academic achievement, and medical status. Eight of the patients served as controls and 24 received 18 to 24 months of special training in communication skills, shop experience, physical education, and homemaking. Twelve of the 24 also received psychotherapy. Formal vocational training in a sheltered workshop for males and participation in the institution work program and community vocational placement for both sexes were initiated during the final year of the program. As a result of the program, some of the patients were able to be discharged or to be placed in the community on a day basis. Others were able to participate in the institutional work program. Communication, intellectual functioning, and social/personal adjustment improved significantly ($p.02$ or $p.02$), but academic achievement did not improve. The psychotherapy program was not shown statistically to be effective; in fact, the subjects without psychotherapy improved more in intellectual function and performance. The patients participated successfully in the sheltered workshop. (EC)

ED 023 241 48 EC 003 160
Semmel, Melvyn I. And Others

The Performance of Educable Mentally Retarded and Normal Children on a Modified Cloze Task. Studies in Language and Language Behavior, Progress Report V.

Michigan Univ., Ann Arbor. Center for Research, Learning and Teaching.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-6-1784
Pub Date 1 Sep 67
Contract-OEC-3-6-061784-0508
Note-17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors-Adjectives, Cloze Procedure, Context Clues, Educable Mentally Handicapped, *Exceptional Child Research, Institutionalized (Persons), *Language, Language Development, Language Tests, *Mentally Handicapped, Nominals, Sentence Structure, Structural Linguistics, Test Results, Verbs

Two groups of institutionalized public school educable mentally retarded (EMR) children were matched with two groups of average children for mental age (MA, range 60 to 80), and chronological age (CA, range 10 to 14 years) respectively. Each group of 20 subjects completed a modified cloze task. When performances were compared as functions of position of deleted words, sentence types, and grammatical form class of deleted words, results gave a significantly lower mean percent of grammatically meaningful responses for retarded groups ($p.01$). All groups performed best when the last word of the four-word sentences were deleted, and the retarded subjects' performance was relatively better than that of matched normal subjects. It was concluded that sequential strategies in processing sentences are probably more characteristic of retarded children than grammatical strategies. Form class was a significant variable ($p.01$), and a significant interaction ($p.01$) was found between form class and groups with the EMR children from the public school lower than the CA normal group on all form classes ($p.01$) and lower than the MA normal group on verbs ($p.05$) and adjectives ($p.01$) but not nouns. Of the two retarded groups, the institutionalized mean was significantly lower ($p.01$), probably because of a more depressed language environment. (Author/SN)

ED 023 242 40 EC 003 161

Ross, Sheila A.

A Study of the Effects of an Intensive Training Program on the Motor Skills of Young Educable Mentally Retarded Children. Final Report.

Palo Alto Medical Research Foundation, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-7-0025
Pub Date Nov 67
Grant-OEG-4-7-070025-1944
Note-53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors-Average Students, Childrens Games, Educable Mentally Handicapped, *Exceptional

Child Research, *Mentally Handicapped, Motor Development, Perceptual Motor Coordination, *Physical Education, Physical Recreation Programs, *Recreation, Skill Development, Test Reliability, Test Results

In a study on improvement of basic motor skills by educable mentally retarded (EMR) children with special training in a sport and game situation, 21 EMR boys and 19 EMR girls (aged 4-1 to 10-1) were divided into an experimental and a control group, matched by chronological age, IQ, sex, and pretest scores on the Basic Skills Test (reliability .97) and the Brace Test Items (eight items were used on this test of general motor skills). An average group (nine boys and 11 girls, 4-10 to 9-7, IQ range 90 to 110) also served as a control. The experimental group received 20- to 25-minute training three times a week for 6 months on these skills: hitting, catching, throwing, running, jumping, bouncing, kicking, hopping, skipping, balancing, and target-throwing. The two control groups remained in the regular physical education programs for EMR and average children. On the two tests, the EMR groups did not differ significantly on pretest scores, but both differed significantly ($p.001$) from the average control group. Upon posttesting, the two EMR groups did not differ on the Brace Test; the EMR experimental group differed significantly ($p.001$) from the control group on the Basic Skills Tests; and the average group did not differ significantly from the experimental group. (Author/SN)

ED 023 243 40 EC 003 162

Ross, Dorothea

The Use of Games to Facilitate the Learning of Basic Number Concepts in Preschool Educable Mentally Retarded Children. Final Report.

Stanford Univ., Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-6-2263
Pub Date Dec 67
Grant-OEG-4-6-062263-1585
Note-91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors-Attention Control, Behavior Change, Children, Educable Mentally Handicapped, Educational Games, *Exceptional Child Research, Group Behavior, Group Tests, Instructional Materials, *Mathematics, *Mentally Handicapped, Motivation, *Recreation, *Teaching Methods, Test Reliability, Test Results

Group games were used to teach basic number concepts to educable mentally retarded children. The number concepts were integral but incidental to the intentional teaching of game skills. Subjects were 21 boys and 19 girls from eight classes, free of gross defects (means were IQ66.22, age7.9, mental age5.11), and matched in pairs for chronological age, mental age, IQ, and scores on pre-experimental tests of number concepts, game skills, preference for social play, and voluntary social participation in school. The experimental group of 20 participated 100 minutes a week in a 9-month game program; the control group, also 20, attended a traditional math program; and both were tested at the middle and end of this period. The experimental group scored higher on both mid-experimental ($p.003$) and post-experimental ($p.0003$) measures on the Number Knowledge Test (test reliability98% on Form A and 93% on Form B), higher on the post-experimental measure ($p.002$) on the spontaneous use of quantitative terms, and made fewer errors on both the mid-experimental ($p.005$) and post-experimental ($p.0005$) tests on General Game Skills (test reliability91%). Game and modeling procedures and attention directing variables (use of excitement and rewards) are suggested as teaching techniques for retarded children, and a handbook for teaching game skills is included. (Author/SN)

ED 023 244 EC 003 166

Howe, Harold, II

New Hope for the Handicapped.

Department of Health, Education and Welfare, Washington, D.C.
Pub Date 31 Mar 68
Note-14p.; Speech presented at the George Peabody College for Teachers, Nashville, Tennessee, March 31, 1968.
EDRS Price MF-\$0.25 HC-\$0.80

Descriptors-Building Design, *Educational Needs, Educational Opportunities, Educational Programs, *Exceptional Child Education, Federal Programs, Financial Policy, Handicapped Children, Information Dissemination, Manpower Development, *National Programs, Poverty Programs, Program Budgeting, Program Descriptions, *Program Planning, Research and Development Centers, School Planning, Special Programs

The dedication speech of the John F. Kennedy by the United States Commissioner of Education gives two principles which guide federal efforts in providing special help for educational problems common to all regions and in setting priorities for federal investment. Five priorities for federal financial support of programs for the handicapped are discussed; research in and refinement of techniques for identification and new knowledge of handicapped children (Research and Development Centers); rapid dissemination of educational information (Instructional Materials Centers); the need for trained teachers of the handicapped (traineeships and fellowships); development of programs for mentally and physically handicapped culturally deprived children to reduce imbalance in quality education present in this country; and the need for a proper physical environment for special education classes and schools (a consideration of school design, classroom placement, flexibility of spatial arrangements, and special instructional materials and equipment). Greater state contribution to programs for the handicapped and the cooperation of public and private agencies are recommended. The goal of educational opportunity in this country is described as including the handicapped as well as minorities and the majority. (SN)

ED 023 245 EC 003 167

Gallagher, James J.

[Preschool and Early Education Programs Needed for Handicapped Children. Statement before the Select Subcommittee on Education of the Committee on Education and Labor (House of Representatives, July 16, 1968).]

Office of Education (DHEW), Washington, D.C.
Pub Date 16 Jul 68
Note-6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors-Demonstration Programs, Early Childhood Education, *Educational Needs, *Exceptional Child Education, Federal Legislation, Handicapped Children, Models, *National Programs, *Preschool Children, Preschool Programs

The testimony of James J. Gallagher, Associate Commissioner for Education of the Handicapped, in favor of the Handicapped Children's Early Education Assistance Act (H.R. 17829) is presented. The advantages of preschool education for the handicapped and recommendations for model preschool programs gathered from the National Advisory Committee on Handicapped Children and from seven regional conferences, which included 700 educational professionals from the 50 states, are mentioned. Lack of existing facilities, the scarcity of preschool programs planned, and the incidence of handicapped children requiring help are described; and essential elements in a total program of research, development, demonstration, training, and implementation are indicated. (SN)

ED 023 246 40 EC 003 196

Fargo, George

An Investigation of Selected Variables in the Teaching of Specified Objectives to Mentally Retarded Students. Final Report.

Hawaii Univ., Honolulu.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-6-2523
Pub Date Nov 67
Grant-OEG-4-7-062523-0403
Note-87p.

EDRS Price MF-\$0.50 HC-\$4.45

Descriptors-Audiovisual Aids, Educable Mentally Handicapped, Effective Teaching, *Exceptional Child Research, Instructional Materials, Learning, Lesson Observation Criteria, *Mentally Handicapped, Student Teacher Relationship, Teacher Behavior, Teacher Evaluation, Teacher Rating, *Teaching Methods, Teaching Models, Teaching Skills, Video Tape Recordings
Videotaping was used to analyze both video and audio components of the teaching-learning

process with educable mentally retarded (EMR) children. Fifteen teachers, both inexperienced and experienced, made 31 pilot tapes, teaching one retarded and one normal child each the single, new concept of a hexagon. The 31 children included 14 EMR (ages 9-2 to 11-3), 15 normals (5-9 to 6-5), one blind, and one deaf. Results indicated that a 1.52 ratio of reinforcing statements was made by the three most successful as opposed to the three least successful teachers; teachers used an average of 429 words to 56 spoken by EMR's and 404 to 51 with the normal children, although the total average number of comments by teachers was 21.9 and 20.5 by pupils. The word hexagon was mentioned with a frequency ratio of 2.7 by teachers to pupils; the number and type of materials did not make a difference in successful teaching, although the average number used, nine, was probably too many. All teachers made more gestures than pupils; and the EMR children made more gestures than normal children. The model teaching activities used to classify and rate the videotapes revealed the inexperienced teachers taught closer to the criterion test items. A 30-minute test of teacher competence was generated that involved planning, performance, and ability to learn from review of own performance. (SN)

ED 023 247 40 EC 003 198

Tidall, William J. And Others
Divergent Thinking in Blind Children.
Kentucky Univ., Lexington. Coll. of Education.
Spons Agency-Office of Education (DHEW),
Washington, D.C. Bureau of Education for the
Handicapped.

Report No-P-R-012-1021

Bureau No-BR-5-0965

Pub Date Nov 67

Grant-OEG-32-27-0350-6003

Note-93p.

EDRS Price MF-\$0.50 HC-\$4.75

Descriptors-Average Students, Blind, Children,
Cognitive Processes, Day Students, Divergent
Thinking, *Exceptional Child Research, Intelligence,
Language Fluency, Residential Schools, Sex Differences,
Test Results, Visual Learning, *Visually Handicapped,
Visually Handicapped Mobility

Objectives of this study on the influence of visual deprivation upon the divergent thinking dimension of intelligence were to compare the divergent thinking abilities of blind and sighted children in residential and day school programs, and to determine the relationship between divergent thinking and age of onset of blindness, mobility, school achievement, and sex differences. Six tests of divergent thinking and three Stanford Achievement Test subtests were administered to 228 children (aged 10 to 12 with average IQ's) in three groups (sighted, blind residential, and blind day school students) of 76 each. The blind groups received a mobility rating by their teachers. Results showed blind children to be more fluent but otherwise generally equal to sighted children in divergent thinking. No major differences were found in scores of residential and day school blind. Little or no relationship was found between divergent thinking and school achievement and between divergent thinking and mobility among the blind subjects. Males tended to score higher than females, and could not be drawn regarding age of onset. (Author/SN)

ED 023 248 40 EC 003 240

Ross, Mark Lerman, Jay
A Picture-Identification Test for Hearing-Impaired Children. Final Report.

Connecticut Univ., Storrs.

Spons Agency-Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No-BR-7-8038

Pub Date Sep 68

Grant-OEG-1-7-008038-0504

Note-27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors-Auditory Discrimination, *Aurally Handicapped, Correlation, Deaf, *Exceptional Child Research, Hard of Hearing, *Identification, Nonverbal Tests, Test Reliability, Test Results, *Tests, Word Lists, Word Recognition
The Word Intelligibility by Picture Identification Test (WIPIT) was developed to measure speech discrimination ability in hearing impaired children. In the first phase of development, the word stimuli were evaluated to determine whether they were within the recognition vocabu-

lary of 15 hearing impaired children (aged 6 to 12) and whether the pictorial representations of the words were adequate. The test was revised prior to the second phase to consist of 25 plates with six pictures on each plate, with only four of the pictures on each plate utilized as test stimuli. These four lists were given to 61 hearing impaired children (a mean age of 10-2 with a range from 4-7 to 13-9 years; a hearing level in excess of 30 decibels at one or more of the speech frequencies; and an average speech threshold of 52.2 decibels) on two separate occasions. There was a learning effect ($p < .01$) for three of the lists in the 1- to 3-week interval between tests. The results indicate reliability coefficients in excess of .87 for all four lists, with mean differences of less than 3% and correlation coefficients between lists greater than .84. (Author/JD)

ED 023 249 40 EC 003 241

Nober, E. Harris

Air and Bone Conduction Thresholds of Deaf and Normal Hearing Subjects before and during the Elimination of Cutaneous-Tactile Interference with Anesthesia. Final Report.

Syracuse Univ., N.Y.

Spons Agency-Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No-BR-6-3073

Pub Date Feb 68

Grant-OEG-1-7-063073-2198

Note-65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors-Adolescents, Audiometric Tests, Auditory Evaluation, Auditory Perception, *Aurally Handicapped, Aural Stimuli, Cutaneous Sense, Deaf, Evaluation Techniques, *Exceptional Child Research, Hard of Hearing, Hearing Loss, Identification, *Perception, Students, Tactile Perception, *Tests

The study investigated whether low frequency air and bone thresholds elicited at high intensity levels from deaf children with a sensory-neural diagnosis reflect valid auditory sensitivity or are mediated through cutaneous-tactile receptors. Subjects were five totally deaf (mean age 17.0) yielding vibrotactile thresholds but with no air and bone response above 750 frequency; six control deaf with residual hearing (mean age 17.4 years); and 10 normal hearing subjects (mean age 22.4 years). All were given a subcutaneous injection of 2% xylocaine to eliminate local cutaneous-tactile interference. Five air and bone thresholds were obtained both before and during anesthesia from one ear of each subject. Air thresholds obtained by an audiometer were extinguished during the block for the totally deaf, shifted five decibels for the control deaf, and remained identical in the normal subjects; bone thresholds shifted five decibels for the totally deaf (the bone oscillator went through the whole cranium and thus was not stopped by the local anesthesia), and remained identical for the control subjects. (Author/SN)

ED 023 250 40 EC 003 242

Holmberg, Gerald R.

Exploratory Study to Determine the Feasibility of a Comprehensive Program for the Development of Special Education Services for Emotionally Disturbed Children in Arizona, Nevada, New Mexico, and Utah. Final Report.

Arizona Univ., Tucson. Coll. of Education.

Spons Agency-Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No-BR-6-8025

Pub Date Jan 68

Grant-OEG-4-6-068025-1575

Note-61p.

EDRS Price MF-\$0.50 HC-\$1.15

Descriptors-Counselors, Culturally Disadvantaged, Demonstration Projects, *Emotionally Disturbed, *Exceptional Child Research, Inservice Teacher Education, Librarians, *Professional Education, *Program Planning, Reading, Regional Cooperation, Regional Planning, Rural Areas, Rural Education, Special Services, *State Programs, Surveys, Teacher Interns

Identifiers-Arizona, Nevada, New Mexico, Utah

Group conferences, individual study groups, personal visitations, and communication by the principal investigator were utilized to determine the availability and suitability of services for emotionally disturbed children in the four-state area of Arizona, New Mexico, Utah, and Nevada which has a low incidence of population in vast terri-

torial areas. The study indicated that services were minimal and that the population included a large portion of children from a culturally different background and heritage. Difficulties in travel and communication and limited financial resources were also noted. Conclusions were that a committee be formed to continue the present study for 3 years and that an action-oriented approach for recruiting and training personnel be implemented. This program should be similar to the duo-specialist project of Arizona in which teachers from rural areas are selected by local and university people as trainees and study in two or four areas of speciality (guidance, reading, special education, and library) most needed by their local system. Intern teachers, selected by the university, replace the teacher trainees. The 41 duo-specialists (trainees) trained in the first 4 years returned to 38 schools in 75% of the state and performed 72 special services not previously available, while 40 interns have been certified and placed in 10 western states. (SN)

ED 023 251 40 EC 003 245

Cook, John J. Miller, Donald M.

A Taxonomy of Teacher-Defined Problems in the Education of Mentally Retarded Children. Final Report.

Wisconsin State Dept. of Public Instruction,
Madison. Bureau for Handicapped Children;
Wisconsin Univ., Madison. School of Education.

Spons Agency-Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No-BR-6-8608

Pub Date May 67

Grant-OEG-3-6-068608-1560

Note-76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors-Adjustment Problems, Administrative Problems, Behavior Problems, Classification, Discipline Problems, Educational Problems, Educational Strategies, Emotional Problems, *Exceptional Child Research, Interpersonal Problems, *Mentally Handicapped, Problems, Problem Solving, Social Problems, Student Problems, Taxonomy, Teachers

A taxonomy of problems in the environment or evident in student behaviors which impede providing the necessary conditions for pupils to learn was developed by teachers of the educable mentally retarded (EMR) in Wisconsin. Of the teachers, 67% or 487 responded to a request to specify five problems along with their causes and successful and unsuccessful strategies evolved to cope with them. Problem definitions obtained numbered 1,172; a 10% random sample of 117 problems was sorted and categorized by 85 special education teachers and graduate students. First order categorized revealed 30 latent categories, and second order clustering reduced the number to 16: aggressive disrupting behavior (18%), deficits in instructional programming (17%), motivation of pupils (14%), inappropriate affective reactions (7%), hyperactivity and nervousness (7%), reactions to failure (6%), negative home environment (6%), poor personal hygiene (4%), pupil dissatisfaction with being in special classes (4%), perceptual inadequacies (2.5%), truancy (2.5%), emerging sex interests (2.5%), lack of teacher-pupil communication (2.5%), asocial behavior in multiply handicapped (2.5%), overdependency (2.5%), and overimaginative and distorted accounts (2%). Experienced sorters generated significantly more categories and made greater differentiation of the first order categories on the second order grouping. (SN)

ED 023 252 EF 000 090

Parks, George M.

A Summary-The Economics of Carpeting and Resilient Flooring. An Evaluation and Comparison.

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.

Pub Date 66

Available from-University of Pennsylvania Press,
3933 Walnut Street, Philadelphia, Pennsylvania
19104.

Document Not Available from EDRS.

Descriptors-*Carpeting, *Consumer Economics, *Economic Research, Equipment, Equipment Standards, Equipment Utilization, *Flooring, Maintenance

Of use to those concerned with the economics of flooring selection and maintenance, this com-

parison may prove useful as an estimating guide in the preparation of cost estimates for any flooring area where economics is a factor in the choice of materials. All costs attributed to carpet or resilient flooring have been obtained either by survey or time and motion studies. The time and motion study observations of maintenance operations were made in cooperating commercial and institutional installations in the Philadelphia area, including offices, stores, hospitals, apartments, restaurants and schools. Nineteen installations were studied representing: 151,200 sq. ft. of carpet and 366,700 sq. ft. of resilient flooring. It was found that frequency (or number of times each maintenance operation is performed) is a function of three basic variables (1) traffic, (2) desired appearance level, and (3) type of area. The Wharton research team offers two principal conclusions—(1) resilient flooring is more economical than carpet under all environmental conditions studied, although the dollar cost difference is highly dependent upon the conditions of the specific application, and (2) a rational economic decision between carpet and resilient flooring can be based almost entirely on the initial cost and service life differences of the two materials. (RK)

ED 023 253 EF 001 002

Van Hoose, Richard
New Building Manual, Elementary School.
Jefferson County Board of Education, Louisville, Ky.

Pub Date May 65

Note—84p.

EDRS Price MF-\$0.50 HC-\$4.30

Descriptors—Classrooms, Curriculum, Dining Facilities, Educational Objectives, *Educational Specifications, *Elementary Schools, Equipment, *Facility Guidelines, Furniture, Handicapped, Health Facilities, Playgrounds, *School Planning, *Space Utilization

A guide for planning elementary school facilities designed to aid architects and school staff when interpreting the needs of children and the school program in relation to space, arrangement, and facilities. General information regarding school planning, educational objectives, curriculum, and instruction to architects is contained. Various kinds of space, facilities, furniture, and equipment needed for the following areas are described—(1) general office, principal's office, conference room, mimeograph room, book store, health room, vault and teacher's lounge and work room, (2) classrooms for primary, middle and upper grades, (3) other instructional areas, such as special education, physically handicapped, hearing handicapped, speech correction, educable mentally handicapped, trainable mentally handicapped, corrective reading, music room, TV classroom, TV work and conference rooms, library, library work room, materials center, physical education room, blacktop play area, and primary and upper grade playgrounds, and (4) utility areas such as lunchrooms, kitchen, refrigerated storage, dry storage room, office area, dressing room and restroom, mechanical room, and other custodial storage. Separate sections include lighting and the relationship of school site to building and location, walks and drives, parking areas, grading, landscaping, and fencing. (RK)

ED 023 254 EF 001 003

Van Hoose, Richard
Manual for New School Construction, Junior and Senior High Schools.
Jefferson County Board of Education, Louisville, Ky.

Pub Date Nov 64

Note—145p.

EDRS Price MF-\$0.75 HC-\$7.35

Descriptors—*Curriculum, *Design Needs, Equipment, Facility Guidelines, Flexible Facilities, Furniture, *High Schools, Objectives, *School Construction, School Location, *State Standards

The result of cooperative planning with teachers, supervisors, administrators, architects, and technical experts, this manual emphasizes space relationship between the educational program and physical facilities. General information covers—(1) school planning, (2) new school planning committees, (3) instructions to architects, (4) objectives of education, and (5) curriculum philosophy. Information is given for junior and senior high school areas describing—(1) location, (2) site, (3) built-in equipment, and

(4) other furniture and equipment. Junior high information includes in addition to standard areas, science, special education, TV classroom, and reading room. Senior high information includes health rooms, counseling area, restroom facilities, business education, and foreign languages. Common areas mentioned are—(1) library, (2) school lunch, (3) health, physical education, recreation, athletics, and auditorium, and (4) school site. References on school planning are cited in a bibliography. (MM)

ED 023 255 EF 001 364

Hengst, Herbert R., Ed.
The Planning and Utilization of Instructional Facilities. Proceedings of an Invitational Conference Sponsored by the Center for the Study of Higher Education, Michigan State University and Educational Facilities Laboratories, Inc. (East Lansing, Michigan, August 8-9, 1960).
Michigan State Univ., East Lansing. Center for the Study of Higher Education.

Pub Date Aug 60

Note—163p.

EDRS Price MF-\$0.75 HC-\$8.25

Descriptors—Architecture, *Bibliographies, Construction Programs, Enrollment Trends, *Facility Expansion, *Facility Guidelines, *Facility Utilization Research, Financial Needs, *Higher Education, Planning

The central topic of how institutions of higher education solve facilities need problems which result from rapidly expanding enrollments was examined by a conference on facility utilization and the planning of instructional facilities. The proceedings include the major papers delivered, which varied from a broad view of the problems to an analysis of some specific elements of planning for expansion. Also included in the presentations were—(1) a case study, (2) a look to the future, and (3) information on resources available from campus planners and architects. A discussion summary is included for the symposium on campus planning, and the reactions to the major papers are recorded from a panel discussion. A comprehensive bibliography on planning higher education facilities is included. (HH)

ED 023 256 EF 001 667

Buildings for Education, Vol. 1, No. 3, September 1967.

Asian Regional Inst. for School Building Research, Colombo (Ceylon).

Pub Date Sep 67

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—*Abstracts, Classrooms, *Environmental Research, *Foreign Countries, Laboratories, Literature Reviews, Research Reviews (Publications), *School Buildings, School Design, *Space Utilization

A quarterly review of school building research in Ceylon including a technical note on school space, and abstracts of publications concerned with educational facilities. Included are subject and author/title indexes for the abstracts. The Asian Regional Research Institute is UNESCO-sponsored and offers technical assistance to developing nations. (FO)

ED 023 257 EF 001 877

Program Guidelines and Space Requirements for Pima County Community College.

Little (Arthur D.), Inc., Boston, Mass.

Report No-C-69337

Pub Date Aug 67

Note—232p.

EDRS Price MF-\$1.00 HC-\$11.70

Descriptors—*Community Colleges, Educational Programs, *Educational Specifications, *Facility Guidelines, Facility Utilization Research, Occupations, *Planning, *Vocational Education

Educational specifications for the construction of campus facilities for occupational education in Pima County, Arizona are established. The study design used by the consulting firm and the governing board was—(1) establishment of a philosophical base for Pima Junior College, (2) recommending educational specifications by reviewing present educational offerings, analyzing the state study of "Community College Possibilities," comparing Pima County to other similar districts, examining other junior college offerings, and discussing the findings with the junior college board, (3) developing the educational specifications at three enrollment levels, and (4) publishing a brief find report including recommendations.

tions. Activity and academic program relationships diagrams, course descriptions, administrative framework, methodology for facility inventory, and a facility requirement projection are included. Tabulation of the results of the space requirements and educational specifications for the three enrollment projections is given in detail. (HH)

ED 023 258 EF 001 878

Rich, Richard C.
Colleges Build Up—and Down—in Search for Parking Space.

Pub Date Jun 68

Available from—Harold W. Herman, Editor, McGraw Hill Publishers, 1050 Merchandise Mart, Chicago, Illinois 60654.

Journal Cit—College and University Business; v44 n6 June 1968

Document Not Available from EDRS.

Descriptors—*Campus Planning, Facility Case Studies, Facility Expansion, *Higher Education, *Motor Vehicles, *Parking Controls, *Parking Facilities, Student Costs, Surveys, Traffic Circulation

A survey which focused on parking problems created by the increase of cars on campus is reported. The information was collected by questionnaire from 27 colleges. Sample responses from the institution are cited to illustrate the varied aspects of the problem, for example, the University of Akron has 8,000 students of which only 10% live on campus; the University of Michigan is completely surrounded by the city of Ann Arbor so that new space for parking is unavailable; Wayne State University at Detroit banks the profit from fees and fines to provide for future parking facilities. Some multilevel parking facilities are located above and/or below ground level with multistory academic, housing, and service facilities built above. The pressures for parking facilities are greatest on the urban campuses. A tabular summary of the data collected is included. (HH)

ED 023 259 EF 001 887

Food Service Equipment and Appurtenances.

National Sanitation Foundation, Ann Arbor, Mich.

Report No-STANDARD-NO-2

Pub Date Apr 65

Note—65p.

Available from—National Sanitation Foundation, School of Public Health, University of Michigan, Ann Arbor, Michigan (\$1.00).

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—*Equipment, *Equipment Standards, *Food Handling Facilities, *Food Service, Food Standards, Public Health, Sanitation

Equipment design specifications are presented relating to tables of all kinds, counters, sinks and drainboards, bins, shelves, drawers, hoods and similar kitchen appurtenances, not including baking, roasting, toasting, broiling or frying equipment, food preparation machinery such as slicers, choppers, and cutters, mixers and grinders, steam cooking equipment and peelers, dishwashing machines, or refrigerators and refrigerating equipment. Many of the latter items are covered in other NSF standards. Specifications include—(1) definitions, (2) materials, and (3) design and construction. (RH)

ED 023 260 EF 001 948

Waropay, V.M.

Choosing the Right Environment. A Study in School Design.

United States Gypsum Co., Chicago, Ill.

Pub Date 67

Available from—United States Gypsum Company, 101 South Wacker Drive, Chicago, Illinois 60606.

Journal Cit—Form and Function; issue 2 1967

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Ceilings, Chalkboards, Component Building Systems, *Criteria, *Environmental Influences, *Learning, Maintenance, Safety, *School Design, *School Environment

An environment conducive to learning and its relation to school design are discussed. The burden to design such a school falls on the architect. Broad inroads of audio and visual teaching aids and vast changes in furniture and equipment influence some design aspects. Aesthetically pleasing surroundings featuring sound control, safety, durability and ease of maintenance—all at

minimal costs—are in demand. These design criteria warrant analyses and special consideration. Topics elaborated on are—(1) acoustical planning, (2) design for safety, (3) design for durability, (4) design for maintenance, (5) exterior walls affect costs, (6) integral chalkboards, (7) design for comfort, (8) criteria for comfort, (9) criteria for design, (10) design considerations, (11) "Airson" acoustical ceiling system, (12) ceilings, (13) special systems, and (14) school design service. (RK)

ED 023 261 EF 001 952

Direct Multizone System—DMSI-275.

Lennox Industries, Inc., Marshalltown, Iowa.

Pub Date 15 Mar 68

Note-16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Air Conditioning Equipment, *Building Equipment, *Controlled Environment, Heating, *Mechanical Equipment, *Thermal Environment, Ventilation

Lennox Direct Multizone System as a new concept for integrated comfort control is described. The following areas of concern are included—(1) flexibility - typical applications, (2) detailed engineering data, (3) accessories, (4) approvals, (5) guide specifications, (6) dimensional drawings of a typical unit, (7) blower data, (8) mounting data, and (9) mixing boxes. (RH)

ED 023 262 EF 001 960

Engelhardt, David Frederic

Aspects of Spatial Influence on Science Teaching Methods.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date 68

Grant-OEG-1-6-062406-1401

Note-Doctoral Thesis in partial fulfillment of the requirements for the degree of Doctor of Education.

Available from—University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan.

Document Not Available from EDRS.

Descriptors—Biology, Comparative Analysis, *Design Needs, Equipment Storage, Interviews, Libraries, Outdoor Education, Questionnaires, *Research, *School Design, Science Equipment, *Science Facilities, Science Laboratories, Small Group Instruction, *Space Utilization, Spatial Relationship

A number of aspects of the relationships between characteristics of architectural space and science teaching methods in secondary schools were investigated using teacher questionnaire response and interviews for comparative facilities. Significant factors include—(1) the provision of classroom-laboratories, (2) proximity of the library, (3) size of laboratory sinks, (4) underdeveloped outdoor areas, and (5) individual laboratory space. Discussion includes definition of hypothesis, listing of data, and extensive model, research design, and application and interpretation of results. Detailed information is provided on interviews, and data is given for fifty-nine schools in several states. (MM)

ED 023 263 EF 001 963

McHale, John

Towards a World University.

Pub Date Oct 65

Available from—Architectural Design, 26 Bloomsbury Way, London, WC1, England (\$11.50 per year).

Journal Cit—Architectural Design; p481-482, October 1965

Document Not Available from EDRS.

Descriptors—College Cooperation, *College Planning, College Programs, Exchange Programs, Intercollegiate Programs, *Interinstitutional Cooperation, *International Programs, Universities, *World Problems

The concept of a world university based on an international concept of education and cooperation is examined in terms of technological and social advances. The central concern of a world university would be with knowledge treated in world terms and so oriented as to be applied without regard to any restrictive local interest. The plan is not based on any specific geographic center, but on cooperation between a number of centers and/or integration of students and faculties. Background preparation in terms of mobility, international communication, and large-scale cooperative projects, as well as existing plans and prototype are mentioned. The material stresses

the philosophical approaches inherent in such a concept. (MM)

ED 023 264 EF 001 964

Phay, John E. McCary, Arthur D.

Room Use for Group Instruction in Regularly Scheduled Classes.

Mississippi Univ., University. Bureau of Instructional Research.

Pub Date May 68

Note-61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—*Computer Oriented Programs, Data Collection, Data Processing, *Facility Inventory, *Facility Utilization Research, *Higher Education, Methodology, Scheduling, *Space Utilization

A method by which accurate accounting by computer might be made of space and room use by regularly scheduled classes in institutions of higher learning is furnished. Based on well-defined terms, a master room schedule and a master course schedule are prepared on computer cards. This information is then compared with the reported individual room usage. Printouts are made in tabular form for unassigned classrooms and class laboratories, courses unlisted in utilization tables, room use, percentage of occupied rooms, "other room" use, room use for all room types by department, number of students and percent of total in assigned classes. (HH)

ED 023 265 EF 001 973

Facilities for the Educationally Handicapped.

California State Dept. of Education, Sacramento. Bureau of School Planning.

Pub Date Jun 67

Note-23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Building Conversion, Classroom Arrangement, *Classroom Design, *Design Needs, *Educationally Disadvantaged, Exceptional Child Services, *Learning Disabilities, Physical Education Facilities, *State Aid, State Standards

California state facility and program requirements for educationally handicapped pupils in California are detailed. Contained is a step by step outline of procedures to be followed for establishing such facilities as well as some background information for relating classroom size standards to three general categories of educationally handicapped. A section entitled "Educational Programs and Facilities" contains a discussion of legal information, enrollment projections, program objectives, and facility standards. Space diagrams and state aid forms are also included. (NI)

ED 023 266 EF 001 979

The New Northview Elementary School. Public School Reporter, Vol. 3, No. 1.

Olathe Board of Education, Kans. Unified District 233.

Pub Date Nov 67

Note-6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—*Building Design, *Controlled Environment, Corridors, *Elementary Schools, *Flexible Facilities, Furniture Design, Instructional Materials Centers, Multipurpose Classrooms, School Buildings, *Windowless Rooms

The Northview Elementary School is described, some features including a centrally located library-instructional materials center, flexibility through the absence of load bearing walls allowing flexible use of space, planning areas for teachers, and a minimum of corridor space. Among the unusual features are windowless construction, individual class area exits to the playground, all movable furniture and equipment, individual student tote trays for transport of student materials to work areas, and a completely controlled environment. Total capacity is 450 with expansion possibilities to 630. (NI)

ED 023 267 EF 001 990

Wilson, Russell E. Brown, June S.

Schools Can Be Green Islands.

Pub Date Apr 65

Note—Reprint from Michigan Education Journal, April, 1965

Available from—Michigan Education Association, Box 673, Lansing, Michigan 48903.

Journal Cit—Michigan Education Journal; p20-22 April 1965

Document Not Available from EDRS.

Descriptors—Community Resources, *Conservation Education, Elementary Schools, *Land Use, Natural Resources, Recreation, *School Community Cooperation, School Funds, *Site Development, *State Federal Aid

Site development is approached from a non traditional view. Utilization of the natural resources of the site location for instructional programs, broad community use, and increased neighborhood values are discussed. Opportunities for enhanced instructional programs include conservation education, botany, forestry and geology. Planning suggestions and a checklist of federal, state and private funding and assistance sources in acquiring and developing school sites is provided. The school site is viewed as a long term public resource investment and recreationally developed school sites of at least 15 acres are recommended as the most economical investments in the long run. (FO)

ED 023 268 EF 001 993

Froomkin, Joseph

Students and Buildings. An Analysis of Selected Federal Programs for Higher Education.

Planning Papers of the Office of Program Planning and Evaluation, Office of Education.

Department of Health, Education and Welfare, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Spons Agency—Department of Health, Education and Welfare, Washington, D.C.

Report No-OE-50054; PP-68-2

Pub Date May 68

Note-76p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (FS5.250:50054, 55 cents)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Construction Programs, Data Analysis, *Educational Facilities, *Federal Aid, Financial Support, Graduate Study, *Higher Education, Student Loan Programs, Undergraduate Study, Veterans Education

The operation of Federal programs for student aid and facilities construction in higher education is examined in detail. Among the topics treated are the growth of higher education in the past decade, undergraduate and graduate student aid, proposed forms of student aid, aid for facilities construction, and projection of requirements for major higher education programs. Included are a technical appendix which defines the formulae used for enrollment projections by type of institution, and an appendix of statistical summaries of student costs, financial aids, and enrollment projections plus facilities construction aids identified by specific federal agency sources of funds provided. (NI)

ED 023 269 EF 002 011

Collins, George J.

School Costs Are Rising and Massachusetts Vially Needs Long-Range Planning for School Construction.

Massachusetts State Dept. of Education, Boston.

Pub Date [Jun 68]

Note-8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Check Lists, Community Study, *Community Surveys, *Educational Needs, *Educational Planning, Educational Programs, School Buildings, *School Planning, *School Surveys, Site Development

There is strong evidence which shows many communities have failed to plan adequately or even plan for long range school construction needs. This paper deplores this failure and gives some recommendations for long range planning. A checklist is described which may serve as a guide for conducting a school plant survey to identify and survey unmet educational needs, establish priorities, and provide for corrective action. Revisions and adjustments are stated to be a continual process. Community specifics can be studied, community planners coordinated, long range plans for school site acquisitions developed, and long range construction and operating budgets adopted. (NI)

ED 023 270 EF 002 031

Fire Inspection Guide for Schools.

Virginia State Corp. Commission, Richmond; Virginia State Dept. of Education, Richmond.

Pub Date Jan 60

Note-35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—*Bibliographies, Check Lists, *Educational Facilities, Equipment Maintenance, *Fire Protection, Prevention, *Safety, *State Departments of Education

A functional explanation of the "School Fire Prevention Inspection Form" is provided for use by local school and fire department personnel in the Virginia School Fire Prevention Inspection Program. Many helpful suggestions are made for safeguarding occupants of public school buildings from fire hazards. Items discussed are—(1) exit doors, (2) flammable curtains, (3) waste cans, (4) electrical circuits, and (5) fire extinguishers. The appendix contains a copy of the "School Fire Prevention Inspection Form" and a bibliography of fire safety publications. (NI)

ED 023 271

EF 002 042

The Asphalt Handbook.

Asphalt Inst., College Park, Md.

Report No-MS-4

Pub Date Apr 65

Note-403p.

Available from—The Asphalt Institute, Asphalt Institute Building, College Park, Maryland.

EDRS Price MF-\$1.50 HC-\$20.25

Descriptors—*Asphalts, Building Materials, Construction (Process), *Construction Industry, Driveways, Parking Areas, Parking Facilities, *Technology

The new and completely revised edition of the Asphalt Handbook, a standard reference work in the field of asphalt technology and construction, summarizes with reference the information contained in other Asphalt Institute technical manuals. Major areas discussed include the following—(1) uses of asphalt, (2) terms relating to asphalt and its uses, (3) tests, (4) summary of specifications and principal recommendations, (5) design of asphalt construction equipment, (6) construction of asphalt pavements, and (6) stage construction, reconstruction, and maintenance. In addition, other areas elaborated on were roadway appurtenances, asphalt surfaces on bridges, railroad usage, paved parking areas and driveways, asphalt in hydraulics, and miscellaneous uses of asphalt. Useful tables, miscellaneous information, charts, diagrams, drawings, and photographs are also provided. (RK)

ED 023 272

EF 002 043

Specifications and Construction Methods for Asphalt Concrete and Other Plant-Mix Types, 3rd Edition.

Asphalt Inst., College Park, Md.

Report No-SS-1

Pub Date Jun 64

Note-124p.

Available from—The Asphalt Institute, Asphalt Institute Building, College Park, Maryland.

EDRS Price MF-\$0.50 HC-\$6.30

Descriptors—*Asphalts, *Building Materials, *Construction (Process), *Specifications

The purpose of this publication is to assist engineers in the analysis, design and control of paving projects that use asphalt concrete and other asphalt plant-mixes. The scope of this new third edition has been enlarged, and changes necessitated by advances in asphalt technology have been incorporated. Chapters I and II and Appendices A and B present information that is designed to help the engineer analyze an asphalt paving project and prepare the project's engineering report. Chapter III is intended as a guide to the preparation of materials and construction specifications in accordance with decisions based on the recommendations of the engineering report. Tables and graphs are used to support specifications and construction methods. (RK)

ED 023 273

EF 002 049

Hale, Bill Pflug, Leffen

The Truth on the Back of an Envelope.

Empire District Electric Co., Joplin, Mo.

Pub Date Oct 66

Note-26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Controlled Environment, *Electricity, *Heating, *Mechanical Equipment, *School Buildings, *Thermal Environment

Heating a school electrically is compared with the cost of heating a school by gas or oil. Energy comparisons are shown by actual meters for a full year's operation for 73 schools (20 heated electrically and 53 heated by gas or oil). Metered "unburned" gas per square foot for a year in fuel-fired schools was about 100,000 B.T.U. while

the metered energy for heating electrically was about 25,000 B.T.U. Observation of results indicate that the lesser amount of energy used by the electrically heated school was due principally to the response and efficiency of the electric heating equipment. (RH)

ED 023 274

EF 002 060

Miller, John E.

A Facilities Utilization Analysis Program for Educational Institutions.

Pennsylvania State Univ., University Park.

Pub Date May 67

Note-18p.; Presented at the 5th Annual Meeting of the Association for Educational Data Systems, May 1-4, 1967, Detroit, Michigan.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Classrooms, *Data Collection, *Educational Facilities, Facility Case Studies, Facility Guidelines, Facility Inventory, *Facility Utilization Research, Physical Education Facilities, *Planning, Space Utilization

Possible procedures and statistical analyses which may be employed in carrying out utilization studies are suggested. All types of facilities are grouped into two categories, instructional and non-instructional. Inventory, analysis, and planning are suggested as phases for a facilities utilization study. Facilities survey forms are included for classrooms and teaching laboratories, armories, field houses, gymnasiums, assembly halls, auditoriums, theaters as well as summary forms. (HH)

ED 023 275

EF 002 061

Berkell, Arthur

Computerized Classroom.

Pub Date Aug 68

Available from—Reinhold Publishing Corporation, 430 Park Avenue, New York, N. Y. Single copy payable in advance (\$2.00).

Journal Cit—Progressive Architecture; v49 n8 p132-134 Aug 68

Document Not Available from EDRS.

Descriptors—*Classroom Design, *Computer Oriented Programs, *Electromechanical Aids, Electronic Classrooms, Electronic Data Processing, Electronic Equipment, *Teaching Methods, *Testing

An electronic system has been developed by which individual multiple-choice responses from a large group of students can be recorded and analyzed for the teacher's information. The equipment includes individual sets of response buttons, computer processing of responses, and control unit for the instructor, and a control and display unit showing a percentage breakdown of responses in the projection booth. The system provides feedback to the instructor both in lecture assimilation and test administration. Computer processing provides a statistical analysis of responses to each question and aids in test formation and evaluation. Reactions are given from both instructors and students. (MM)

ED 023 276

EF 002 071

Science Guidelines for the Secondary Schools of Arkansas.

Arkansas State Dept. of Education, Little Rock.

Pub Date 66

Note-33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Audiovisual Aids, *Bibliographies, Classroom Design, *Furniture Design, Laboratory Equipment, Laboratory Safety, *Science Facilities, *Science Laboratories, Science Materials, *Secondary Schools

Guidelines for the development of secondary school science programs and facilities which will aid in the review of existing and proposed programs and in adapting classroom instruction to the needs of individual pupils. Science facilities are emphasized including space requirements, classrooms, laboratories, utilities, furniture, and audiovisual materials. Basic lists of necessary equipment are given for general science, biology, chemistry, physics and earth science, as well as supplementary lists for enriched programs in those fields. The appendix includes a bibliography of books and periodicals dealing with science teaching plus suggested classroom, laboratory, and combined classroom-laboratory floor plans. (NI)

ED 023 277

EF 002 075

Full-Depth Asphalt Pavements for Parking Lots and Driveways.

Asphalt Inst., College Park, Md.

Report No-IS-91

Pub Date Oct 67

Note-16p.

Available from—The Asphalt Institute, Asphalt Institute Building, College Park, Maryland.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—*Asphalts, *Driveways, *Parking Facilities

The latest information for designing full-depth asphalt pavements for parking lots and driveways is covered in relationship to the continued increase in vehicle registration. It is based on The Asphalt Institute's Thickness Design Manual, Series No. 1 (MS-1), Seventh Edition, which covers all aspects of asphalt pavement thickness design in detail, utilizing the latest, computer-derived information from pavement tests here and abroad. The pavement cross-sections given are for typical conditions. Tables, drawings, and photographs are included. (RK)

ED 023 278

EF 002 087

How Award Winning Schools Compare. A Special Report.

Pub Date Jan 65

Available from—McGraw-Hill, Inc., 1050 Merchandise Mart, Chicago, Illinois.

Journal Cit—The Nation's Schools; v75 n1 January 1965

Document Not Available from EDRS.

Descriptors—*Elementary Schools, *Facility Case Studies, *High Schools, *Junior High Schools, *School Design

Detailed descriptions of 12 high schools, 7 junior high schools, and 12 elementary schools of distinguished design, including pictures, plans and commentary, as well as construction data are given. Detailed and authoritative information relates to specific schools, and shows what is happening in new school design as compared with, and occasionally as opposed to, what consultants, architects and educators think should be happening. The data will enable schoolmen to see how schools, acknowledged to be outstanding, have solved problems they may be facing. (RK)

ED 023 279

EF 002 096

Temperature Control. Honeywell Planning Guide.

Honeywell, Minneapolis, Minn.

Pub Date Mar 68

Note-26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Building Equipment, *Climate Control, *Controlled Environment, Guidelines, *Mechanical Equipment, *Temperature, Thermal Environment

Identifiers—Honeywell

Presents planning considerations in selecting proper temperature control systems. Various aspects are discussed including—(1) adequate environmental control, (2) adequate control area, (3) control system design, (4) operators rate their systems, (5) type of control components, (6) basic control system, (7) automatic control systems, and (8) variables that affect system performance. (RH)

ED 023 280

EF 002 098

Standards for Public Schools of Georgia.

Georgia State Dept. of Education, Atlanta.

Pub Date 68

Note-57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—*Criteria, Equipment Standards, Food Service, Food Standards, Plumbing, *School Buildings, School Maintenance, *School Systems, *State Departments of Education, *State Standards, Student Transportation

Standards for school maintenance, pupil transportation, and food service are discussed within the larger scope of standards for Georgia school systems. The school plant, the library, and school food service are discussed under the heading of standards for public schools. Eight to ten criteria are listed for each category with either an R, E, or D shown to designate required, essential, or desirable in order to determine whether a school system or a single school meets the state standards. A table of minimum plumbing fixture requirements is included. (NI)

ED 023 281

EF 002 129

Fincher, Cameron, Ed.

An Annotated Bibliography of Institutional Research 1967-68.

Georgia Univ., Athens. Inst. of Higher Education.

Pub Date 68

Note-35p.

Available from-Institute of Higher Education, University of Georgia, Athens, Georgia (\$1.00).
EDRS Price MF-\$0.25 HC-\$1.85

Descriptors-Abstracts, *Administration, *Annotated Bibliographies, College Environment, College Planning, Faculty, *Higher Education, *Institutional Research, Planning, Space Utilization, *Student Characteristics

Documents listed in the bibliography are grouped in categories of-(1) goals and long range planning, (2) administration and faculty, (3) curriculum and instruction, (4) space utilization and scheduling, (5) student characteristics, (6) recruitments and admissions, (7) prediction and academic performances, (8) perception of college environment, (9) retention, attrition, and transfer, and (10) miscellaneous as housing, enrollment, student expenditures. The title, source, availability, and abstract are given for each document. (HH)

ED 023 282 EF 002 136

Miller, William O'Donnell

20 Million for Lunch.

Educational Facilities Labs., Inc., New York, N.Y.

Report No-TR-3

Pub Date Mar 68

Available from-Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, New York 10022.

Document Not Available from EDRS.

Descriptors-*Bibliographies, *Cost Effectiveness, Design Needs, Dining Facilities, *Facility Guidelines, Federal Aid, Food Handling Facilities, *Food Service, *Lunch Programs, Vending Machines

A comprehensive treatment of school lunch programs and facilities designed to aid school administrators in the planning and evaluation of their food service facilities. An historical perspective of school food service programs is followed by descriptions of the important considerations in planning and evaluating a school food service program. Among the items discussed are meal types and menu planning, serving facilities, preparation systems, facilities design, operating methods, contract feeding costs and guidelines, and vocational education programs. The appendix contains information concerning government subsidy programs, sample menus, food standards, food purchasing guidelines, and a bibliography of pamphlets, books and periodicals. (NI)

ED 023 283 EF 002 147

Preliminary Plans Presented for Construction of John F. Kennedy School and Community Center-1966 Bond Fund Project No. PS42-62-785-7 and Neighborhood Facilities Grant Project No. GA. N-7.

Atlanta Board of Education, Ga.

Pub Date [68]

Note-12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors-*Community Agencies (Public), Community Benefits, *Community Education, Community Involvement, Community Organizations, Community Relations, Federal Aid, *Integrated Public Facilities, *Middle Schools, *Site Development

Identifiers-Atlanta, Georgia

A proposed project which is a result of the cooperative efforts of many agencies is described. The planned facility will offer to residents of the community, a multitude of needed services which have never been brought together under one roof. The center will include a middle school of grades six to eight for approximately 1,050 students. The project is to be built in two phases due to a cut-back in Federal funds. Financial data as well as site plans and floor plans are included in the paper. (NI)

ED 023 284 EF 002 202

Mooney, William T., Jr.

Master Planning Science Facilities.

California Junior Coll. Association, Sacramento;

California State Dept. of Education, Sacramento;

Bureau of School Planning.

Pub Date Feb 64

Note-13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors-Chemistry, *College Planning, Committees, *Educational Specifications, Information Needs, *Junior Colleges, School Size, Science Equipment, *Science Facilities, Science Laboratories, *Space Utilization, Spatial Relationship

An outline of a conference paper on planning for science facilities provides a reference list of areas and procedures to be considered. The major categories include-(1) the planning stage, (2) the planning committee, (3) the philosophy of science education, (4) the type of facility to be built, (5) facilities and spaces required, (6) information to be obtained from other colleges, and (7) published sources of information. Subgrouping of considerations are included within each major category. Special emphasis is placed on space requirements and relationships. Appendices include the relationship of science to other campus facilities, relationships of spaces, and flow of material in a chemistry department. (MM)

ED 023 285 EF 002 214

The University of Michigan Campus Identification Signs.

Michigan Univ., Ann Arbor.

Pub Date 67

Note-31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors-*Campus Planning, College Planning, *Design Needs, *Information Dissemination, Master Plans, Motor Vehicles, Parking Areas, Pedestrian Traffic, Semiotics, Site Analysis, *Traffic Circulation, Traffic Control, Traffic Patterns, Traffic Safety, *Traffic Signs

Specific information, identification, and direction to and within the campus as factors determining a campus sign system are discussed in terms of-(1) needs requiring an identification sign system, (2) recommendations for initiating a comprehensive sign system for the university, and (3) application procedures as they relate to streets, walkways, and buildings and places. Sign categories include direction, identification information, and traffic control. The general concept of the sign system is composed of symbol, color, and frame; examples are given for different areas and functions. Structural details, information types, and locations are given for both vehicular and pedestrian types, and locations are given for both vehicular and pedestrian traffic. Supporting graphic material includes suggested symbols, colors, sign configurations, and construction details. (MM)

ED 023 286 EF 002 215

The University of Michigan Campus Walkways.

Michigan Univ., Ann Arbor.

Pub Date 67

Note-28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors-Building Materials, *Campus Planning, College Planning, *Design Needs, Furniture Design, Lighting, Master Plans, *Pedestrian Traffic, Site Analysis, *Traffic Circulation, Traffic Control, Traffic Patterns, Traffic Safety, Traffic Signs, Vehicular Traffic

Walkway development throughout the various campus areas of the university is outlined with respect to the desired character of walkways, the minimum standards of certain walkway configuration, and long-range goals for an overall campus walkway system. Needs are discussed for the campus walkway pattern and special considerations are given for each of several general campus areas. The guidelines for walkway development include such areas as-(1) walk layout, (2) walk materials, (3) walk intersections, and (4) service drives and streets. Associated features are given as furniture, signs, lighting, and bicycles. Graphics are used to support discussion, including suggestions for technical details. (MM)

ED 023 287 EF 002 236

Romienec, Edward J. Patterson, James

Higher Education Facilities: Library of Source Documents. Summary Report.

Texas A and M Univ., College Station. School of Architecture.

Report No-05/CB STUDY PAPER-5

Pub Date May 68

Note-27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors-Ancillary Services, *Annotated Bibliographies, Auditoriums, Bibliographies, *Data Processing, Dining Facilities, *Facility Guidelines, *Higher Education, Housing, *Information Retrieval, Libraries, Parking Facilities, Planning

The compilation and classification of a source document library on planning and construction of university facilities is described in terms of system elements, information categories, information

storage and information storage and information retrieval. Photographs illustrate card punching and category retrieval. More than 100 finished cards are shown grouped by subject categories of instructional facilities, information storage facilities, communal facilities, housing, athletic facilities, institutional operation, parking and circulation, general planning, special considerations (television, facilities for the handicapped, total energy), U. S. government information, and bibliographies. (HH)

ED 023 288 EF 002 279

A Realistic Approach to Civil Defense; A Handbook for School Administrators.

American Association of School Administrators, Washington, D.C.; National Education Association, Washington, D.C. Commission on Safety Education.

Pub Date 66

Note-37p.

Available from-Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (GPO 218-792 0-66-2, \$0.20).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors-*Civil Defense, Community Programs, *Fallout Shelters

General concepts as well as specific data related to fallout protection are presented. Community-oriented programs utilizing school facilities are shown to be a realistic means of implementation. Information presented includes-(1) discussion of school and community roles, (2) a scientific explanation of the fallout phenomenon, (3) development of adequate school shelter facilities, (4) organization of emergency programs and procedures, and (5) community education programs. (MH)

ED 023 289 EF 002 354

New Schools for New Towns.

Rice Univ., Houston, Tex. School of Architecture.

Spons Agency-Educational Facilities Labs., Inc., New York, N.Y.

Note-60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors-*Carrels, City Planning, Community Planning, *Educational Innovation, *Instructional Technology, School Community Relationship, *Urban Education, Urban Renewal

Development of new concepts related to educational systems in new towns resulted from a two week concentrated idea session among architects, specialists from other fields, and students. Six teams were given programs by educators related to new towns and various educational goals. The resulting solutions reflected both the influence of new technologies and the integration of education into the community. Elements developed included-(1) the automobile and drive-in education, (2) the motorized and shoulder carrel, (3) the town brain, (4) education in the new town within the old town, and (5) education within the new town: 1990. Social-educational integrative concepts developed are-(1) the mainstream, (2) the open hand, (3) the tower of learning, and (4) education in the new town: 1970. Solutions are illustrated through sketches and diagrams. (MH)

ED 023 290 24 EF 002 496

Kiesling, Herbert J.

High School Size and Cost Factors. Final Report.

Indiana Univ., Bloomington.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-6-1590

Pub Date Mar 68

Contract-OEC-3-7-061590-0372

Note-153p.

EDRS Price MF-\$0.75 HC-\$7.75

Descriptors-*Cost Effectiveness, Enrollment Influences, *Expenditure Per Student, *Facility Guidelines, Facility Improvement, *School Size, *Secondary Schools, Socioeconomic Influences, Standards, Student Needs

Identifiers-Project Talent

The relationship of public high school performance to expenditure per pupil and high school size was examined. Data from 775 public high schools in the continental United States generated by the American Institute for Research (Project Talent) was used to evaluate twelve potential measures of high school performance. Nine of these measures were either achievement tests or factor scores based on all tests. What

were judged to be the most important of these output measures were then related to high school expenditure and size in a simple model of the educational process in which performance of pupils from similar socio-economic backgrounds was explained by a general intelligence factor score, school expenditure, school size, and an index of pupil socio-economic background. (RLP)

ED 023 291 64 EM 000 220

Ray, Henry W.
Instructional Media and Heuristic Learning. Final Report.

Centennial School District, Warminster, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-5-1026
Pub Date Dec 66
Contract-OEC-5-16-029
Note-39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Audiovisual Aids, Creativity, *Discovery Learning, Discovery Processes, Economically Disadvantaged, Educational Improvement, Films, Filmstrips, Imagination, *Instructional Materials, *Multimedia Instruction, Perceptual Development, Perceptual Motor Learning, Recognition, Self Actualization, *Sensory Training, Slow Learners, Transparencies, Visual Discrimination, Visual Perception

A project was initiated in the Centennial School District, Warminster, Pennsylvania, to improve response-eliciting educational materials. Efforts were concentrated on developing environmental awareness, imagination, figure and ground discrimination, memory training, visual motor skills, and picture interpretation. Classes of primary and intermediate slow-learning children and kindergarten children tried out self-motivating materials. Film loops, overhead projection transparencies, light table transparencies, filmstrips, 2x2 slides, and visual puzzles were the means of the learning experience. Generally, a great deal of interest and discussion was provoked by the materials. A demonstration conference in Harrisburg (March 1966) planned basic, educational, personality, and special education research on these instructional media. It was concluded that educational experiences can be designed and materials produced which enable children to discover things for themselves and learn more actively. The project has received positive support from teachers of normal and slow-learning children. (TI)

ED 023 292 56 EM 000 241

Neidi, Charles O.

The Covariation of Achievement and Attitude Throughout a Learning Experience. Phase III, The Relationship of New Educational Media to Non-Intellectual Factors in Learning. Final Report.

Colorado State Univ., Ft. Collins.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-5-1118
Pub Date Aug 67
Contract-OEC-4-6-051118-0563
Note-163p.

EDRS Price MF-\$0.75 HC-\$8.25

Descriptors—*Academic Achievement, Achievement Tests, Attitude Tests, Instructional Television, Measurement Techniques, *Pretesting, Psychology, *Research Methodology, Statistical Analysis, *Student Attitudes, Test Construction, Undergraduate Study

Introductory psychology students were subjects in an investigation to determine the covariation among achievement, attitudes toward a course, and attitudes taught as part of a course. In addition, data obtained allowed for evaluation of two theoretical models of pretest sensitization, the first in terms of learner involvement and the second in terms of pretest position. A total of 1,324 subjects received from one to five repeated measurements of the three variables, achievement, attitude toward the course, and attitude toward psychology. Curves were fitted to each variable over time. The resulting regression equations were compared as functions describing the variables under study. Partial correlation coefficients were used to assess the relationship between attitude scores and the final achievement score. Curves were fitted to high, medium, and low groups of each initial test distribution to as-

sess pretest sensitization as a function of initial test distribution, while data on the three different variables was considered to represent three levels of involvement. Increase in achievement was best described by third and fourth degree equations. Attitude toward psychology did not change appreciably over the course of instruction. Attitude toward the course consistently declined. There was no evidence for either model of pretest sensitization. (LS)

ED 023 293 EM 000 264

Stack, Edward M.
The Language Laboratory and Modern Language Teaching. Revised Edition.

Pub Date 66
Note-234p.
Available from—Oxford University Press, 1600 Politt Drive, Fair Lawn, N.J. 07410 (\$4.50).
Document Not Available from EDRS.

Descriptors—Audio Active Compare Laboratories, Audio Active Laboratories, *Audiolingual Methods, Electronic Classrooms, Equipment Maintenance, Equipment Standards, Films, *Language Instruction, *Language Laboratories, *Language Laboratory Equipment, Language Laboratory Use, Pattern Drills (Language), Tape Recordings, Teacher Education, Teaching Methods, Teaching Techniques, Testing

Since the audiolingual forms of a foreign language (hearing and speaking) must be controlled before the graphic skills (reading and writing) are taught, exercises in a language laboratory, which affords students intensive, active, individual drill, ought to precede written exercises on the same material. The three major forms of language laboratories are the broadcast system, the library system, and the combination system. The types of laboratory installations within these forms fall into six categories: conventional, remote, dial, electronic classrooms, mobile, and portable. Whatever the form, the relationship between classroom and laboratory should be one of a simulated foreign environment to a learning and practice ground. The four-phase drill, consisting of recorded stimulus, student's response, recorded correct response, and student's corrected response, is best suited to laboratory purposes; however, many other drills can be performed within the laboratory. Monitoring, the checking of students by the teacher in the laboratory, is the recommended mode for evaluating and improving a student's work. Critical to effective laboratory use are an understanding of magnetic recording and well organized administration of the laboratory and the tape library. Extensive technical and systems information for the edification of the teacher or student teacher confronted with using the language laboratory is included. (JS)

ED 023 294 56 EM 000 282

Fleming, Malcolm L. And Others
Message Design: The Temporal Dimension of Message Structure. Final Report.

Indiana Univ., Bloomington. Audio-Visual Center.; Indiana Univ., Bloomington. Div. of Educational Media.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No-NDEA-7-1401
Bureau No-BR-5-0447
Pub Date Mar 68
Grant-OEG-7-24-0210-282
Note-117p.

EDRS Price MF-\$0.50 HC-\$5.95

Descriptors—Audiovisual Communication, *Communication (Thought Transfer), *Content Analysis, Individual Characteristics, Information Seeking, Instructional Media, Learning Characteristics, Learning Processes, Problem Solving, Productive Thinking, Research Methodology, *Structural Analysis, *Thought Processes, Verbal Learning, Visual Learning

Since structural dimensions of knowledge and learner contribute to preferred message structure, an understanding of structural relationships can aid in the more effective design of instructional messages. Five studies were conducted to explore these relationships. Knowledge structure was defined as the iconic representation of the body of knowledge in question, learner structure as those stable response tendencies predictive of learner behavior, and message structure as the temporal order in which elements within iconic structures are presented to learners. Graduate

education students were asked to respond to a range of iconic knowledge structures. Judgments, problem-solving, and verbal learning were explored. The distribution of response frequencies suggested that learning can be facilitated or retarded according to the structure of the message and that different types of learning may call for different types of message structure. Findings on the role of individual differences were inconclusive. Preferred temporal order of message elements in an iconic knowledge structure was found to be dependent on the kind of structure in question rather than on the content of the message. (Chi-square analysis, p.001). (LS)

ED 023 295 24 EM 000 290

Snow, Richard E. Salomon, Gavriel
Aptitudes and Instructional Media. Project on Individual Differences in Learning Ability as a Function of Instructional Variables, Technical Report Number 3.

Stanford Univ., Calif. School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-TR-3
Bureau No-BR-6-1269
Pub Date May 68
Contract-OEC-4-6-061269-1217
Note-28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Ability Grouping, Ability Identification, Academic Aptitude, *Aptitude, Audiovisual Instruction, *Educational Research, Educational Television, Individual Characteristics, Individual Differences, Instructional Films, *Instructional Media, Instructional Television, Learning, *Research Design, Research Methodology

Little is known about the teaching effectiveness of instructional media, particularly film and television. Accumulated research evidence applies to a generalized "average student," and thus to no one. There has been little concern for individual differences in interaction with instructional-media variables. The problem lies with the design of experiments. In the animal lab, treatment averages are meaningful since deviations from the average are small and background variables are constant. In the case of a heterogeneous group, however, random division maintains heterogeneity, and treatment averages are therefore meaningless. Some improvement is brought to the situation if individuals are first separated into aptitude subgroups. Two major questions should be considered: 1) What aptitude variables are particularly relevant for filmed and/or televised instruction? and 2) What media attributes under what task requirements are particularly likely to interact with aptitudes? Past research has pitted one instructional medium against another without concern for differing individual responses to those media. An alternative approach would consider aptitude interactions with media variables, thus pointing up appropriate treatments for different kinds of students. (LS)

ED 023 296 24 EM 000 299

Cox, Richard C. Boston, M. Elizabeth
Diagnosis of Pupil Achievement in the Individually Prescribed Instruction Project. Working Paper 15.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No-WP-15
Bureau No-BR-5-0253
Pub Date Nov 67

Contract-OEC-3-16-043
Note-41p.
EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Achievement Rating, *Achievement Tests, *Diagnostic Tests, *Elementary Grades, *Individual Instruction, Individualized Curriculum, Mathematics Instruction, Performance Tests, Post Testing, Pretesting, Prognostic Tests, Reading Instruction, Reading Readiness Tests, Science Education, Standardized Tests, Test Construction, *Testing, Test Interpretation, Unit Plan

Identifiers—Project Individually Prescribed Instruction

Diagnostic instruments of the Individually Prescribed Instruction (IPI) Program measure pupil achievement in the IPI learning continuum. The IPI system employs the instructional unit to

define progress in mathematics, reading and science. At the start of a school year, placement tests are administered to start the pupil in appropriate learning exercises. Unit pretests provide mastery criteria for objectives within a unit of work and help the teacher know what lesson material to prescribe for the pupil. Posttests measure the pupil's mastery of unit concepts after he has completed his assigned tasks. For each instructional unit, there is one pre- and one post-test. Curriculum embedded tests (CET) indicate when a pupil has learned a particular skill within a unit of work. The teacher plans the pupil's learning sequence and monitors his progress with the aid of these four kinds of tests. Examples of the tests and models for their use are included. (TI)

ED 023 297 24 EM 000 318

Green, Donald Ross Wilder, Nancy E.

The Effects of Shifting Medium of Expression on The Use of Concepts among Children.

California Test Bureau, Monterey; Emory Univ., Atlanta, Ga. Div. of Teacher Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No-BR-6-8157

Pub Date 68

Contract-OEC-6-10-338

Note-111p.

EDRS Price MF-\$0.50 HC-\$5.65

Descriptors-Associative Learning, *Cognitive Processes, Communication Skills, *Concept Formation, *Concept Teaching, Grade 4, Instructional Design, Research Design, Response Mode, *Self Expression, *Transfer of Training

A study was designed to determine if the results of a previous investigation could be duplicated, and if so, whether the observed effect was independent of content. The results of the earlier study had indicated that shifting from one form or "code" of expression to another inhibits a student's ability to express a concept explaining a physical change (cause-effect relationship) but does not inhibit his description of that change. Three sets of demonstrations were developed and were presented on three different days to 289 advanced fourth graders from 12 schools. Each class was divided randomly into four treatment groups. Subjects watched a demonstration and then wrote or drew their answers to the questions, "What happened?" and "Why?" The same demonstration was repeated a second time with slightly different materials. Shifting expression groups (S) either drew first and wrote second or the reverse. Repeating expression groups (R) wrote or drew both times. Both the mean R-S difference score and a regression analysis, which treated each subject's score as a separate entity, favor repetition over shifting for correct concept expression. Since all subjects were fourth graders, it is possible that the phenomena noted are developmental and therefore would be absent in older or younger subjects. Appended are the descriptions of the materials and instructions, and the tables developed in the analyses. (LS)

ED 023 298 EM 000 322

Suchek, Arthur M.

Modular Audio-Visual Multimedia Programming Concept; Electronic Blueprint Reading. Study Report 1.

North American Aviation, Inc., Anaheim, Calif.

Report No-SID-65-1057

Pub Date [65]

Note-31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors-Aerospace Industry, Audiovisual Aids, *Audiovisual Programs, Autoinstructional Aids, *Autoinstructional Programs, Blueprints, Electric Circuits, *Electronic Technicians, *Multimedia Instruction, Programmed Instruction, Skill Development, Slides, Tape Recordings

Identifiers-Modular Audio Visual Multimedia Programming

The concept of Modular Audiovisual Multimedia Programming, which is generally applicable to meeting the need for automated mass training, has been implemented in an electronic blueprint reading course for industrial employees. A preliminary study revealed that the average prospective student was 25 to 35 years old, limited to a high school education, and insufficiently skilled in electronic symbols and recogni-

tion and locating information on blueprints. The material to be learned was organized in nine instructional modules, then presented through several media. A total of 196 color slides was accompanied by commentary on magnetic tape, and each student was supplied with a kit of support materials, including programed instruction and self-evaluation exercises. The course was found suitable for use in the work area and was then self-administered by groups of from one to twenty individuals. Instructional time averaged about six hours, but the total time involved depended on speed of preparation and the number of sessions used to study the nine modules. Comparison of initial and final test scores indicated a significant transference of the desired skills. Management personnel and most of the students expressed satisfaction with the structure, content, and effectiveness of the course. (RM)

ED 023 299 EM 000 331

Sorel, Claudette Diamond, Robert M.

An Independent Learning Approach to Piano Sight Reading.

State Univ. of New York, Fredonia. Coll. at Fredonia.

Report No-IRC-RR-1

Pub Date Mar 68

Note-23p

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors-Applied Music, Audiovisual Aids, *Audiovisual Instruction, *Autoinstructional Methods, College Curriculum, *Individual Instruction, Music Education, *Music Reading, Projection Equipment, Slides, Teaching Methods

The ability to sight read music accurately and artistically is important for pianists, especially those who intend to become teachers and accompanists. Yet instruction in this skill is rarely available. An independent learning approach based on tachistoscopic speed reading techniques (i.e. controlled exposure) was evaluated for reducing sight reading errors among college piano students. Experimental subjects took part on eight 30 minute sessions over a period of two weeks. During each session, six scores of varying styles were projected onto a rear screen unit by a remote controlled 35mm slide projector. Scores were arranged in order of increasing difficulty. Control subjects received no formal instruction in sight reading during this time period. The performances of experimental and control subjects were evaluated before and after the sessions by two judges, one judge grading the experimental subjects and the other judge grading the control subjects. Experimental subjects showed a significant decrease in note and meter errors as well as an increase in ability to play with expression. In addition, student attitudes toward the approach were favorable. (RM)

ED 023 300 EM 000 334

Technical Report on Tele-Communications.

San Mateo County PACE Center, Redwood City, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date May 68

Grant-OEG-4-6-000594-0386(056)

Note-78p.

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors-Administrator Role, Audiovisual Aids, Costs, Educational Improvement, Educational Innovation, *Educational Television, Equipment, Equipment Manufacturers, Instructional Improvement, *Instructional Television, Organizations (Groups), *Program Planning, Teacher Role, Television Research

Identifiers-Elementary and Secondary Education Act, ESEA Title 3

To provide background material for those interested in tele-communication in education and for those planning to implement such programs in their schools, a research study was conducted to gather information from a variety of sources including educational and technical experts, conference participation, visits to schools conducting projects, and the recent literature in the field. The study surveys five aspects of tele-communication beginning with the advantages and utility of television in education. Tele-communication systems such as the standard radio frequency and video distribution systems, microwave distribution systems, 2500 megacycle television, and dial access systems are discussed. Alternatives such as audio learning laboratories, telelectures, films,

various still projection techniques, and audiovisual-tutorial systems are considered. Some problems in planning and implementing a system are detailed, and approaches to solving them are proposed. Finally, the types of available research data and some of the potentials for future telecommunication use are surveyed. Extensive appendices list current television projects, equipment manufacturers, organizations associated with educational television, consultants and experts in the field, basic equipment and costs, and several bibliographies. This material was developed under a Title III/ESEA grant. (MT)

ED 023 301 56 EM 006 295

Stolurow, Lawrence M. And Others

Pilot Studies of Principles of Programing. Comparative Studies of Principles for Programing Mathematics in Automated Instruction.

Illinois Univ., Urbana.

Spons Agency-Office of Education (DHEW), Washington, D.C. Educational Media Branch.

Report No-NDEA-7A-806; TR-9

Pub Date Jul 64

Note-64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors-Constructed Response, Educational Principles, Educational Research, Fixed Sequence, *Intermode Differences, *Mathematics Instruction, Mathematics Materials, *Programed Instruction, Program Evaluation, Program Length, Response Mode, *Time Factors (Learning)

Identifiers-UICSM, University of Illinois Committee on School Mathem

High school students took part in a series of pilot studies on the variables involved in step size and sequencing in programed instruction. Programed learning materials of the University of Illinois Committee on School Mathematics (UICSM) were varied as to covert and overt trial sequences, use of teachers, type of prior practice, order of frames, and size of step. Learning time was not significantly different when sequences of overt and covert trials were varied. When teachers lectured before or after students used programed materials, no significant difference in performance was found between the two conditions. Type of prior practice was varied three ways: stimulus-practice, mediator-practice, and response-practice, all of which were equal in their effect on performance. The order of appearance of items in a program was found to make no difference in learning. In a final study comparing large and small steps, the large step program was devised by omitting non-essential frames from the original program. A t-test indicated a significant saving of time for subjects using large step materials. It was concluded that studies which further investigate these variables should be based on larger samples. (LS)

ED 023 302 EM 006 765

Siebert, Fred S.

Use of Copyrighted Material for Instruction Through Inter-Institutional Distribution by the Television.

Minnesota Univ., Minneapolis. Inter-Institutional Television.

Pub Date Oct 66

Note-17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors-Broadcast Television, Closed Circuit Television, *Copyrights, *Educational Television, *Federal Laws, *Federal Legislation, Instructional Materials, Instructional Television, Interinstitutional Cooperation, *Program Content, Publications

Identifiers-Ad Hoc Committee on Copyright Revision, Copyright Act

Electronic media transmit instructional material that is protected by copyright law. Under the present Copyright Act (U.S. Code, Title 17, 1909) teachers may use material in the "public domain," and excerpts from copyrighted works under the judicial doctrine of "fair use." Inter-institutional transmission of live performances of complete literary, musical, and graphic works (but not drama or film) may be made without proprietary clearance. Legal experts differ on the right to record for later television transmission those programs which contain complete, copyrighted works. The "not-for-profit" exemption under which education has used copyrighted materials is eliminated in the proposed 1965 revisions before Congress (H.R. 4347 and S. 1006). These Bills provide for extended use of copy-

righted works in the classroom in all categories except drama; but award no exemption to the recording of complete works in an educational program. An "ad hoc Committee on Copyright Revision," representing a number of educational organizations, recommended amendments to Congress that recognize educational uses and permit the telecast of instructional problems to receivers other than those in a classroom. Ordinary copyright principles apply to duplication and distribution of supplementary instructional materials from copyrighted sources. (TI)

ED 023 303

EM 006 826

Babcock, Chester D.

The Relationship of Elementary and Secondary Education to a State Communications Network Serving Higher Education.

Minnesota Univ., Minneapolis. Inter-Institutional Television.

Pub Date Oct 66

Note-23p.; Paper prepared for The Feasibility Study of Inter-Institutional Television, University of Minnesota, Minneapolis.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors-Administrative Policy, Community Attitudes, Community Involvement, Educational Improvement, Educational Innovation, Educational Television, Elementary Grades, Flexible Scheduling, Higher Education, Inservice Teacher Education, Institutional Facilities, Instructional Television, Networks, Program Planning, Regional Programs, Secondary Grades, Teacher Attitudes, Video Tape Recordings

Education is in the midst of a modernizing revolution, and standard texts and old-fashioned teachers are no longer adequate as the sole sources of information. Modern teachers must be constantly trained and retrained; educational television (ETV) not only enables them to learn with their pupils, but also provides them and the increasing numbers of auxiliary teacher aides with in-service training. Today, about two-thirds of the nation's students are covered by ETV which is helping to overcome the lag in education by bringing specialists to the classroom and by using a multisensory approach to learning. Although studies indicate that ETV has been used with greater success in elementary schools, lack of effective use at higher levels is probably a reflection of teacher attitudes. Since the needs of school districts vary, the same programs may be used in several ways. Many programs may be regional in nature, such as those about local history and geography, while others will be of a more general nature and therefore require avenues of wider distribution. In using ETV, the schools must understand the community's educational expectations. Administration should be through state ETV commissions which are able to represent the needs of elementary schools, high schools, colleges, and the community at large. (CG)

ED 023 304

EM 006 827

Bystrom, John

Federal-State Relationships.

Minnesota Univ., Minneapolis. Inter-Institutional Television.

Pub Date Dec 66

Note-43p.; Paper prepared for The Feasibility Study of Inter-Institutional Television, University of Minnesota, Minneapolis.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors-Broadcast Industry, Communication Satellites, Educational Facilities, Educational Radio, Educational Television, Facility Expansion, Federal Programs, Federal State Relationship, Inservice Programs, Interagency Cooperation, Interagency Coordination, Interinstitutional Cooperation, Media Research, Networks, Public Television, Research Projects, State Federal Aid, State Federal Support

Identifiers-FCC, Federal Communications Commission

The Federal Communications Commission in 1938 set aside AM radio assignments for future educational stations. In the 1960's it made additional assignments for education: long-range FM radio, multiplex sub-carrier channels; and UHF, VHF, and Instructional Television Fixed Service channels for statewide ETV broadcast service. Such networks aid the industry of a state and provide inservice training, administrative discourse, and educational and cultural opportunities. The National Defense Education Act

(1958, Title VII) initiated federal support for research to measure the effectiveness of television as an instructional medium for training of ETV personnel. The Educational Television Facilities Act (1962), Higher Education Act (1965), and Elementary and Secondary Education Act (1965) supplied federal funds to ETV stations for programming. Today 124 educational television stations broadcast noncommercial programs in 38 states. Federal money supports state and local ETV programs designed to improve professional training and media techniques. The interdependence of ETV and computer facilities promises electronic backbone systems in statewide communications. (TI)

ED 023 305

EM 006 835

Markle, Susan M. Tiemann, Philip W.

The Content, Objectives, Measuring Instruments, and Validation Studies of "Programming is a Process; An Introduction to Instructional Technology; A Programmed Film. Technical Manual.

Illinois Univ., Chicago Circle.

Report No-OIR-TR-67-1

Pub Date 67

Note-25p.

Available from-Office of Instructional Resources, Illinois Univ., Chicago Circle, Chicago, Ill.

Document Not Available from EDRS.

Descriptors-Education, Films, Instructional Films, Instructional Technology, Program Development, Programmed Instruction, Programmers, Programming, Selection, Teaching Procedures

A programmed film was designed to provide a basic introduction to the process of programming an instructional sequence applicable to all media. The film was also intended to increase awareness of standards for evaluating a programmed instructional sequence and ability to recognize statements of instructional objectives stated in terms too general to be useful to instructional designers. The program grew out of discussion and comments from faculty attending a large-group lecture. Revisions were based on feedback from high school teachers, undergraduate volunteers, and four faculty workshops. User performance improved after each of the three revision sessions. The final film version was presented to 218 subjects in five workshops. The subject group was composed of educators and non-teaching media technicians, all of whom received a pretest, the film presentation, and a posttest. Criterion items required subjects to list evidences of program-validation, to choose statements too general to be useful for instructional purposes, and to sequence the steps in instructional development. In terms of the percent reaching criterion, all groups improved in their performance on the three criterion items. Teachers performed better than non-teaching technicians, and secondary school teachers did better than elementary teachers (Chi-Square significant at .001). (LS)

ED 023 306

EM 006 838

Movies with a Purpose: A Teacher's Guide to Planning and Producing Super 8 Movies for Classroom Use.

Eastman Kodak Co., Rochester, N.Y.

Note-28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors-Audiovisual Aids, Film Production, Instructional Films, Production Techniques, Projection Equipment, Single Concept Films, Sound Films, Teacher Developed Materials, Teacher Improvement

Identifiers-Kodak Ektagraphic 8 Camera, Kodak Ektagraphic 8 Projectors, Kodak Instamatic M100A Projector

Teachers can improve classroom procedure by producing and showing their own 8mm films, while building a library of effective teaching aids. These motion pictures are conceived as intrinsic parts of a teaching plan, and are designed to explain a single idea or concept. Single-concept or specific-objective films generate a high degree of student involvement. To make your film, first define the objective with planning cards: sketch each shot, include camera angle, note the purpose of the shot, and number the cards in sequence. Adjust from one to four lighting lamps, position the camera, select a background, and make a dry run before the actual filming. Set the camera speed, film your movie; then process, edit, and add sound with the teaching objective in mind. A working knowledge of the language of

movie-making speeds planning and production. An "objective" camera films the action impersonally; the "subjective" camera brings the viewer into the scene. A teacher must familiarize himself with production variables such as subject size, camera height, lens selection (wide-angle/normal/telephoto), and descriptive shots (pan/tilt/zoom/fold shot/insert/cutaway shot/continuous run/sequence shooting). For film continuity, match the action of each new scene to that of the preceding shot, and direct the motion that will appear on the screen. (TI)

ED 023 307

EM 006 851

Diamond, Robert M.

A Programmed Biology Laboratory for the Non-Science Major.

State Univ. of New York, Fredonia. Coll. at Fredonia.

Report No-IRC-RR-3

Pub Date Jun 68

Note-49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors-Attitude Tests, Autoinstructional Aids, Autoinstructional Laboratories, Biology Instruction, Educational Strategies, Films, Laboratory Equipment, Multimedia Instruction, Programmed Instruction, Programmed Materials, Programmed Units, Program Evaluation, Questionnaires, Sequential Programs, Slides

In a Biology laboratory for the non-science major, a series of programmed booklets, 8mm cartridge films, and 35mm slides were used with standard laboratory equipment and materials. By the end of the second semester, 28 programmed sequences with linear and branching strategies had been designed and tested. Students completed attitude questionnaires after each unit that helped decide sequential revisions for the spring, and lab quizzes that denied correlation between achievement and time spent in the laboratory. Programmed laboratory units met their instructional objectives with the mean above 78% in all but one of the nine units tested and 86% of all student scores at the level of 70% or above. While 88% of fall students approved of this approach to laboratory instruction, units were subdivided and further coordinated with lectures for the spring. Among many conclusions were these: sequences reached pre-stated objectives for non-science majors; a laboratory station can serve at least 16-18 students during a 40-hour week; time for sequence completion varies, and new objectives may be added to such a course. Quiz and questionnaire results, selected student comments, and lists of terminal objectives are given. (TI)

ED 023 308

EM 006 852

Diamond, Robert M. Lindquist, Marlene H.

Programmed Art in the Elementary and Secondary Schools.

State Univ. of New York, Fredonia. Coll. at Fredonia.

Spons Agency-Board of Cooperative Educational Services, Chautauqua County, N.Y.; Office of Education (DHEW), Washington, D.C.

Report No-IRC-RR-2

Pub Date May 68

Note-42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors-Art Education, Autoinstructional Aids, Branching, Course Evaluation, Curriculum Development, Curriculum Evaluation, Educational Improvement, Elementary Grades, Material Development, Post Testing, Pretesting, Programmed Instruction, Secondary Grades, Student Attitudes, Teacher Attitudes

Identifiers-Elementary and Secondary Education Act, ESEA Title 1, ESEA Title 3

Can an effective approach to art education be developed that will not only reach a majority of our students, but will also be practical in terms of existing human and material resources? A study was undertaken to develop and evaluate a series of self-instructional, programmed art sequences for the upper elementary through high school levels. Six sequences averaging 30 minutes in length and covering topics on art history, artistic techniques, and picture subject matter were developed. The materials for each sequence included a programmed booklet with branching format and from 15 to 30 full-sized reproductions. Two of the sequences were subjected to a series of evaluations in several schools. Students were divided into experimental groups and control groups that were uninstructed. All groups received a pre- and

posttest designed to measure improvement. An attitude questionnaire was administered to students and teachers. Both programed sequences showed significant improvement at the .01 level for all experimental groups, with two showing improvement at the .001 level. Material was most effective when used at the instructional level for which it was designed. This method is successful, makes efficient use of resources, is approved by teachers and students, and can achieve objectives with large groups, whether or not the teacher has art teaching experience. This project was done under a Titles I and III/ESEA grant. (MT)

ED 023 309 56 EM 006 865
Seibert, Warren F. Reid, Christopher J.

A Correlational Analysis of the Effects of Learner and Linear Programming Characteristics on Learning Programmed Instruction. Final Report.

Purdue Univ., Lafayette, Ind. Audio Visual Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No—BR-5-0431

Pub Date May 68

Grant—OEG-7-24-0280-289

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors:—*Aptitude, Cognitive Processes, Instructional Design, Instructional Materials, Interaction, *Learning, Learning Characteristics, Learning Processes, Material Development, Multimedia Instruction, *Predictive Measurement, *Programed Instruction, Programed Materials, Research Methodology, Retention Identifiers—Serial Integration, Short Term Color Memory, Short Term Object Memory Learning and retention may be influenced by subtle instructional stimulus characteristics and certain visual memory aptitudes. Ten stimulus characteristics were chosen for study; 50 sequences of programed instructional material were specially written to conform to sampled values of each stimulus characteristic. Seventy-three freshman subjects received the 50 sequences and then took an immediate and a delayed (one-week) posttest to assess learning. Measures on four visual memory and cognition aptitude factors were available for 43 of the subjects. By means of tear-down regression algorithms, the 10 stimulus characteristics were used to predict to the learning criteria. The ratio of examples within a sequence to the number of frames in the sequence had a correlation of about .70 with both the immediate and delayed posttest. The inclusion of other variables did not increase the prediction significantly. Together, total frames and number of responses per frame predicted item difficulty on the posttest (multiple R to the second power .90). Of the aptitude variables, Vocabulary aptitude and Short Term Object Memory tended to increase prediction to the delayed posttest criterion, while Serial Integration aptitude and short Term Color Memory did not. (LS)

ED 023 310 EM 006 908

Siebert, Fred S.

An Analysis of University Policy Statements on Instructional Recordings and their Re-Use. An Occasional Paper from Eric at Stanford.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [68]

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors:—Administrative Policy, *Audiovisual Aids, *College Faculty, Colleges, Copyrights, Curriculum Development, Salaries, *School Policy, *Staff Utilization, Standards, *Teacher Developed Materials, Teacher Responsibility, Teaching Load, Universities

The frequently recurring provisions, to be found in the policy statements of a selected group of 20 colleges and universities, concerning the production, use, and re-use of instructional recordings (visual and oral) can be divided for the purposes of analysis and comparison into four groups: ownership and copyright provisions, faculty rights, faculty compensation, and administration and review of policies. Almost all institutions which have adopted policies assign ownership to the university. Faculty rights have four major aspects: autonomy, internal re-use, external

distribution, and revision and withdrawal. Almost all policy statements indicate that the instructor is responsible for the structure and the content of the recordings. A few have specific provisions for re-use, though a majority require the instructor to sign a release for external use prior to production, and many also require department approval when the recording is to be made available for distribution. The occasion for revision is usually determined by the instructor and/or the department. Faculty compensation is quite varied across the institutions surveyed. Outside persons participating in the recording are usually paid some type of flat fee. Nearly all policies contain provisions for an administrative and review body. A list of colleges whose policies are compared is appended. (MT)

ED 023 311

Raymond, Roger A.

Teaching Algebra to Ninth and Tenth Grade Pupils with the Use of Programed Materials and Teaching Machines.

Sioux Falls Public Schools, S. Dak.

Pub Date Oct 64

Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors:—Algebra, Autoinstructional Aids, Autoinstructional Methods, Autoinstructional Programs, Control Groups, *Conventional Instruction, *Course Evaluation, Experimental Groups, Grade 9, Grade 10, Post Testing, Pretesting, *Programed Instruction, *Statistical Analysis, Student Attitudes, Teacher Attitudes, *Teaching Machines, Time Factors (Learning) Identifiers—California Study Methods Survey, Lankton First Year Algebra Test, *Min Max Teaching Machine, TMI Groliers Fundamentals of Algebra

In the second year of a study to compare and evaluate programed and conventional instruction in algebra for the ninth and tenth grades, comparisons of the control and experimental groups in each grade were again based on scores from the Lankton First-Year Algebra Test and the California Study Methods Survey (CSMS). Although there was a statistically significant gain in mean scores for all groups, experimental and control, from pre- to posttesting on the achievement instrument, the statistical data does not support a single definitive statement that one method of teaching is clearly superior to the other. In evaluating the programed method and materials, students noted lack of variety and need for textbook support. Ninth graders were more positive toward the programed course than tenth, a reversal of the first year experience. Teachers felt that the programed course was academically sound, but lacking in the level of difficulty or scope of a conventional course, and that such materials should be available to teachers throughout the country for use with conventional complements. It is recommended that programed materials be used to strengthen advanced curricula and to teach students with a record of absence. Further studies on programed materials in textbook form rather than teaching machine format should be conducted. Appendices of student evaluation responses and teacher logs are included. (TI)

ED 023 312

Raymond, Roger A.

Teaching Algebra to Ninth and Tenth Grade Pupils with the Use of Programed Materials and Teaching Machines.

Sioux Falls Public Schools, S. Dak.

Pub Date Oct 63

Note—91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors:—Algebra, Autoinstructional Aids, Autoinstructional Methods, Autoinstructional Programs, Control Groups, *Conventional Instruction, *Course Evaluation, Experimental Groups, Grade 9, Grade 10, Post Testing, Pretesting, *Programed Instruction, *Statistical Analysis, Student Attitudes, Teacher Attitudes, *Teaching Machines, Time Factors (Learning) Identifiers—California Study Methods Survey, Lankton First Year Algebra Test, *Min Max Teaching Machine, Otis Gamma Intelligence Test, TMI Groliers Fundamentals of Algebra

Ninth and tenth grade students from two schools were placed in experimental and conventional instruction classes to compare the two methods in teaching algebra by means of achievement test and time needed to complete the course. Pre- and posttests measured aptitude;

teachers and students in the experimental groups recorded personal reactions to the use of autoinstructional devices. Teaching machines presented the algebra program to be used at the student's own rate. Teachers commented on persistent boredom, the need for practice materials to supplement the programed information, and the advantage of individual work rates and self-help. Students felt a need for textbooks and teacher contact; 78% of the ninth graders said they would have learned more without programed materials. Mean differences between experimental and control groups do not support one teaching method over another. Recommendations are that analytic research be continued in the local school system, that the program at the tenth grade level be evaluated further, and that students be tested the following year for retention. Appendices contain teacher instructions on the use of the teaching machines, testing schedules, samples of the evaluation sheets, and anecdotal records. (TI)

ED 023 313

Glassner, Leonard E.

Television Linguistics Program. 1967 Report.

Pittsburgh Public Schools, Pa.

Pub Date 67

Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors:—Broadcast Television, Content Analysis, *Course Evaluation, *Descriptive Linguistics, *English Instruction, Grade 8, Grade 9, Grade 10, *Instructional Television, Structural Analysis, Structural Grammar, Teacher Attitudes, Transformation Generative Grammar Identifiers—Elementary and Secondary Education Act, ESEA Title I

The program teaches contemporary English grammar through principles of linguistic science to 12,000 students in Pittsburgh. Structural grammar is presented to eighth and ninth grade students, and transformational grammar to tenth graders. In 1966-67, the effectiveness of the program was evaluated by data processing of final examination results. Since effectiveness may be related to teacher attitudes toward the program, questionnaires were designed and included in a survey of teacher attitude toward the program. Students of structural grammar were tested on form classes of words, basic sentence patterns, sentence formulas, function words, sentence types, and expansions; students of transformational grammar on sentence trees, kernel sentences, transformations, phonology, morphology, syntax, and deep and surface structure. Most of the concepts measured by the final examinations were understood by a majority of both groups of students. Teachers registered a generally positive response to teaching linguistics and to the television medium, and indicated that the average student derives most benefit from the program. Appendices include group interview schedule, teacher questionnaire, and final examinations. (TI)

ED 023 314

Perlbeg, Arye O'Bryant, David C.

The Use of Video-Tape Recording and Micro-Teaching Techniques to Improve Instruction on the Higher Education Level.

Illinois Univ., Urbana. Dept. of General Engineering.

Spons Agency—Illinois Univ., Urbana. Office of the Chancellor.

Pub Date Aug 68

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors:—Classroom Participation, Engineering Education, Feedback, Higher Education, Inservice Teacher Education, *Microteaching, Student Attitudes, *Student Teacher Relationship, Teacher Administrator Relationship, Teacher Attitudes, Teacher Behavior, Teacher Improvement, Teacher Motivation, Teaching Models, Teaching Styles, *Teaching Techniques, *Video Tape Recordings

Identifiers—Amplex VR7500 Video Tape Recorder Video recordings provide an authentic feedback of classroom interaction, and microteaching a systematic method for analysis of these tapes and the acquisition of special teaching skills. Their combined use in teacher education has resulted in improved teacher-classroom interaction at the college level. The development of individual and group models motivates self-improvement in teaching strategy. Often, the psychological impact of self-confrontation causes

a beneficial classroom behavioral change. Participatory attitudes, feedback mechanisms, and the feasibility of taping with portable equipment were examined in phase one of this study. In the second phase, tapes of engineering courses were analyzed. Senior and junior faculty members submitted to a minimum of six tapings during a semester with semi-professional equipment. Problems were encountered in the deployment of taping units and general logistics. Recommendations are that to reduce faculty anxiety, no administrative use should be made of the tapes without consent; that use of one-inch tape should be continued; and that taping and teaching activities should be coordinated. A list of equipment and a taping schedule are included. (TI)

ED 023 151 EM 006 942

Sanford, Fillmore H.

Television in Higher Education; Psychology; A Special Report from the National Center for School and College Television. NSCT News Supplement, Number 9.

National Center for School and Coll. Television, Bloomington, Ind.

Pub Date [68]

Note-15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors-Closed Circuit Television, *Conference Reports, Higher Education, Inservice Teacher Education, *Instructional Television, Open Circuit Television, *Psychology, Secondary Grades, Teaching Techniques, Telecourses, *Television Curriculum

At a two-day meeting sponsored by the National Center for School and College Television and by the American Psychological Association, 15 specialists viewed and reacted to recorded television materials currently used in psychology instruction. Most of the television programs were designed to be courses in Introductory Psychology, and most of the reactions to these were negative. The conferees agreed that "the great talking fact" was overdone; that there was not likely to be any advantage to a recorded series of lectures and demonstrations over a live series of the same sessions. Programs were at their best, they agreed, when they presented actual research in progress or involved interactions between people. Interviews were considered most successful when the personality interviewed was both well-known and articulate. It was strongly felt that televised sessions should be shortened from 45-50 minutes to 15-30 minutes. The potential of television materials was recognized for institutional closed-circuit teacher training, for dramatization of small group phenomena in clinical and social psychology, and for recording of significant symposia. A list is given of television programs and courses considered. (MF)

ED 023 316 FL 000 178

Twaddell, W. Freeman

Does the Foreign-Language Teacher Have to Teach English Grammar?

Modern Language Association of America, New York, N.Y.

Pub Date May 62

Note-6p.; Address given at General Meeting on the Foreign Language Program, Chicago, Illinois, December 29, 1961.

Journal Cit-PMLA; v77 n2 p18-22 May 1962

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors-Educational Objectives, *English Instruction, *Grammar, Interference (Language Learning), *Language Instruction, Language Skills, Learning Theories, Linguistics, Modern Languages, *Second Language Learning, *Teacher Role

This topic is examined by posing three questions: (1) "Why should a foreign-language teacher teach grammar?" (2) "If he should teach grammar, why English grammar?" (3) "If he has to teach English grammar, why didn't his students' English teacher teach them English grammar?" The answers consider the role of the teacher in general, the instructive value of the contrasts between two grammatical systems, and the roles of and relationship between the foreign language teacher and the English teacher. (AF)

ED 023 317 FL 000 193

Marion, F. Rand

The Teaching Machine and the Teaching of Languages: A Report on Tomorrow.

Modern Language Association of America, New York, N.Y.

Pub Date Sep 60

Note-7p.

Journal Cit-PMLA; v75 n4 p1-6 Sep 1960

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors-Audiolingual Skills, Autoinstructional Aids, *Autoinstructional Methods, Conditioned Response, Language Instruction, Language Skills, Learning Processes, *Learning Theories, Mechanical Teaching Aids, *Programed Instruction, *Second Language Learning, Teacher Role, *Teaching Machines, Verbal Communication

The article discusses the history, role, and use of teaching machines and how they can be employed effectively in foreign language instruction. The selection of programed materials, prior study preparations, and the expected conditioned verbal responses arising from machine use are briefly discussed. The advantages of teaching machines are seen as greater language fluency, increased audiolingual skills, repetition without drudgery, convenience of use, facility of self pacing, and the possibility of teaching more languages at different levels on all grade levels. (DS)

ED 023 318 48 FL 000 256

Freeman, Stephen A. And Others

An Evaluation of the NDEA Title VI Modern Language Fellowships.

American Council of Learned Societies, New York, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Dec 65

Contract-OEC-5-14-057

Note-139p.

EDRS Price MF-\$0.75 HC-\$0.75

Descriptors-Degree Requirements, Evaluation Techniques, Federal Programs, *Fellowships, *Graduate Study, Language and Area Centers, Language Enrollment, Language Teachers, *Modern Languages, *Program Evaluation, Scholarship Funds, Statistical Data, Statistical Surveys, Student Evaluation, Study Abroad, Uncommonly Taught Languages, *Undergraduate Study

NDEA Title VI fellowships are evaluated in terms of (1) the selection, quality, and trends in competition of fellows, (2) the results of the fellows in completion and use "if training and their placement, (3) the impact on the educational community with respect to curriculum, interdisciplinary cooperation, and teaching staff and techniques, (4) the regulations and administration of the program, (5) undergraduate study, (6) study abroad and cultural immersion, and (7) academic, governmental, business, and professional manpower needs. Numerous statistical tables covering the period 1959-1966 are provided, and the final section offers a summary of recommendations. The appendices include the terminal report form, questionnaire, and interview forms for administrators, graduate students, and undergraduates involved in the project. (JH)

ED 023 319 FL 000 355

Belasco, Simon

The Plateau; or the Case for Comprehension: The "Concept" Approach.

National Federation of Modern Language Teachers Association.

Pub Date Feb 67

Note-8p.

Journal Cit-The Modern Language Journal; v51 n2 p82-88 Feb 1967.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors-Audiolingual Methods, Audiolingual Skills, Cultural Differences, French, Grammar Translation Method, *Language Instruction, Language Learning Levels, *Language Proficiency, *Listening Comprehension, *Reading Skills, Second Language Learning, *Teaching Methods, Traditional Grammar, Translation, Vocabulary, Writing Skills

Suggestions are offered for teaching languages during the transitional period from the audiolingual level to the reading and writing proficiency level. The importance of developing listening comprehension is stressed, and it is suggested that traditional grammar and translation methods be integrated into the language program. Special attention is focused on (1) structure control, (2) vocabulary control, (3) an awareness of varying cultural concepts, and (4) recognizing cultural emphasis. Examples in French illustrate these four points. Association of linguistic form with concept is discussed in its relation to comprehension. (DS)

ED 023 320 FL 000 400

Experiment in French Language Instruction.

Second Report.

Antioch Coll., Yellow Springs, Ohio.

Pub Date Oct 60

Note-28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors-Academic Achievement, *Audiovisual Aids, *College Language Programs, *Course Evaluation, *Experimental Programs, *French, Instructional Innovation, Instructional Materials, Language Instruction, Language Proficiency, Language Skills, Student Attitudes, Tables (Data), Teacher Rating, Teaching Assistants

Identifiers-Antioch College

This report evaluates the second year of Antioch College's experimental French I course, which features the use of student assistants and acetate audiovisual aids for laboratory work. The bulk of the report consists of appendices that contain most of the data on both experimental and control groups. Tables include information on group comparability, analysis, and achievements. Gain scores and student attitudes toward both control and experimental procedures are given. Also included is a questionnaire used to survey student opinions of teachers in the program and a background data sheet. (AF)

ED 023 321 FL 000 527

Birkenmayer, Sigmund S.

Hazards that a High-School-Trained Student of Russian is likely to Face in College Russian Courses.

American Association of Teachers of Slavic and East European Languages.

Pub Date 63

Note-6p.

Journal Cit-SEEJ; v7 n2 p166-71 1963

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors-Advanced Placement, Articulation (Program), College Entrance Examinations, *College Language Programs, Language Proficiency, Language Programs, Language Tests, *Program Improvement, *Russian, *Secondary Schools

Factors responsible for the inadequate preparation for college Russian courses of many high school trained students of Russian are identified, and remedies are suggested. Attention is given to common deficiencies in high school training, minimum requirements for advanced placement, placement tests, the need to establish a standard program, and ways to promote better articulation. (AF)

ED 023 322 FL 000 617

Ellert, Ernest E.

The Concept of the Directed Program.

Pub Date Apr 68

Note-19p.; Paper presented at the 21st University of Kentucky Foreign Language Conference, Lexington, Kentucky, April 25-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors-Attitude Tests, Autoinstructional Methods, *Autoinstructional Programs, *College Language Programs, *Educational Research, Experimental Teaching, German, Language Instruction, Language Tests, *Programed Instruction, *Teacher Guidance, Teacher Role

In order to test the validity of self-pacing, teacher-directed and self-paced programed German courses were set up for two years at Colorado State University. The Carroll-Sapon language aptitude test, attitude tests, and the Educational Testing Service standardized German tests were administered to conventional German classes as well as to both types of programed classes. Findings, illustrated on graphs, indicate that self-pacing has been overemphasized in programed courses, but conclusive results will depend on further research. (DS)

ED 023 323 FL 000 811

Sipes, Randall

Why Elect Spanish.

American Association of Teachers of Spanish and Portuguese; Western Illinois Univ., Macomb.

Pub Date Jan 68

Note-12p.

Journal Cit-Western Illinois University Bulletin; v47 n1 Jan 1968

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors-*Career Opportunities, Cultural Awareness, *Cultural Education, *Educational

Objectives, Foreign Relations, History, *Language Role, Latin American Culture, Romance Languages, *Spanish, Spanish Culture

The first half of this pamphlet stresses the value of foreign language learning in general from historical and cultural points of view. The second half indicates the growing importance of Spanish in the economic and cultural spheres as an inducement to student selection of Spanish as a second language. (JH)

ED 023 324 FL 000 840

Grew, James H.

Toward Better Classroom Teaching.

National Federation of Modern Language Teachers Association.

Pub Date Feb 64

Note-6p.

Available from-MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$25).

Journal Cit-The Modern Language Journal; v48 n2 p83-88 Feb 1964

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors-*Classroom Techniques, *College Language Programs, Cultural Context, Elementary Schools, French, Grammar, Language Instruction, *Modern Languages, Pattern Drills (Language), *Secondary Schools, Teacher Role, *Teaching Techniques

Designed for the inexperienced language teacher, this summary of effective language teaching techniques is based on observations made in high school French classes, but is applicable also to elementary school and beginning college language programs. Consideration is given to maintaining interest and classroom control, using realia, and giving each student the same opportunity for class participation. Listed are teaching aids and techniques to help students communicate in the target language, including brief suggestions about teaching the cultural context, pattern drills, chorus responses, correction of errors, new word explanations, and grammar examples. (DS)

ED 023 325 FL 000 932

Paquette, F. Andre

Required and Suggested Readings of 181 MFL Methods Courses.

Modern Language Association of America, New York, N.Y. Foreign Language Program Research Center.

Pub Date Apr 65

Note-22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors-Anthologies, *Bibliographies, Fles, *Language Instruction, Language Laboratories, Linguistics, *Modern Languages, Psychology, Secondary Schools, *Second Language Learning, Teacher Education, *Teaching Methods, Textbooks

Three hundred thirty-seven entries treat language, language teaching, language learning, linguistics, education, and related topics. Books are listed in alphabetical order by author. Most are in English, but a few are written in Spanish or French. (JH)

ED 023 326 FL 000 952

Gritter, Frank, Ed.

What's New in Wisconsin? Innovative Foreign Language Programs.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date 67

Note-11p.

Journal Cit-Voice of the Wisconsin Foreign Language Teacher; v7 n1 p33-42 Winter 1967.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors-Classroom Design, *Course Descriptions, Educational Objectives, Individual Study, *Instructional Innovation, *Language Instruction, *Language Laboratory Use, Language Programs, Motivation Techniques, *Secondary Schools, Second Language Learning, Self Pacing Machines, Summer Institutes

This brief examination of innovative foreign language programs in Wisconsin high schools begins with descriptions of the varied use and design of the language laboratory in three schools to increase self pacing, eliminate waste of time, and allow for tapes that supplement rather than repeat textbook material. Also described are (1) a course in World History taught in a foreign language, (2) a correspondence course supplemented with radio lessons in the target language, and (3) summer language institutes which

emphasize individualized instruction and study. (SS)

ED 023 327 FL 000 971

Arellano, Sonya I.

From Speaking to Reading.

American Association of Teachers of Spanish and Portuguese.

Pub Date May 68

Note-6p.

Journal Cit-Hispania; v51 n2 p312-16 May 1968

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors-Audiolingual Skills, Beginning Reading, *Fles, Interference (Language Learning), Language Instruction, Modern Languages, Oral Reading, Pattern Drills (Language), Pronunciation, Reading Material Selection, *Reading Readiness, *Reading Skills, Second Language Learning, *Spanish, *Teaching Techniques

Suggestions are offered here for effecting a smooth transition in Spanish FLES classes from the audiolingual skills level to a level of reading competence which allows for proper pronunciation and both oral and silent reading comprehension. The discussion centers on creating reading readiness at the pre-reading level and considered such aspects as (1) the effective use of pattern drills, especially in verb presentation, (2) the counteraction of interference from English speech and reading habits, and (3) the selection of appropriate primary reading materials. (DS)

ED 023 328 FL 000 972

Twaddell, W.F.

Old Saxon in Pre-Service Training.

American Association of Teachers of German.

Pub Date May 68

Note-4p.

Journal Cit-The German Quarterly; v41 n3 p433-36 May 1968

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors-*Curriculum Design, *German, *Graduate Study, Indo European Languages, Language Programs, Language Teachers, Literature, Second Language Learning, *Teacher Education, *Textbook Content

The article argues that Old Saxon, rather than Gothic or Old High German, should be studied in graduate German departments. The view presented is that Old Saxon is not as difficult, the costs involved are less, and the literary rewards are greater. Suggestions for an appropriate textbook and curriculum placement for an Old Saxon course are given. (DS)

ED 023 329 FL 000 975

Haelzel, Alfred

Foreign Language Objectives: Myths and Realities.

Massachusetts Univ., Amherst. Dept. of Romance Languages.

Pub Date Apr 68

Note-5p.

Journal Cit-Bay State Foreign Language Bulletin; v13 n2 p2-6 April 1968

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors-*Articulation (Program), Audiolingual Methods, *Audiolingual Skills, College Language Programs, Educational Objectives, Fles, *Language Proficiency, Modern Languages, Program Improvement, Secondary Schools, *Second Language Learning, *Teacher Education, Teacher Evaluation, Teacher Improvement, Teacher Selection

The article outlines foreign language goals, identifying specific linguistic aims and indicating major factors responsible for student incompetency in language skills. The teacher shortage, the frequent lack of program coordination and articulation, professional disunity, and time limitations are briefly discussed. The need for paying more serious attention to MLA guidelines and standards and the necessity of supporting the policies of the American Council on the Teaching of Foreign Languages (ACTFL) is stressed. Suggestions are made for improving teacher training standards and for expanding study opportunities for in-service teachers. (DS)

ED 023 330 FL 001 002

Gleason, H.A., Jr.

An Introduction to Descriptive Linguistics.

Revised Edition.

Pub Date 61

Note-503p.

Available from-Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, N.Y. 10017 (\$9.50).

Document Not Available from EDRS.

Descriptors-Allomorphs, Annotated Bibliographies, Articulation (Speech), Communication (Thought Transfer), *Descriptive Linguistics, English, Grammar, Language Classification, Language Patterns, Linguistics, Modern Languages, Morphemes, Phenomena, *Phonemics, *Phonetics, Syntax, *Textbooks, Transformations (Language), Writing

Beginning chapters of this volume define language and describe the sound, stress, and intonation systems of English. The body of the text explores extensively morphology, phonetics, phonemics, and the process of communication. Individual chapters detail such topics as morphemes, syntactic devices, grammatical systems, phonemic problems in language learning, phonemic analysis, and interpretations of English phonemes, as well as speech, writing systems, language classification, and language families. A selected and annotated bibliography concludes the book. (AF)

ED 023 331 FL 001 003

Lester, Kenneth A., Ed.

Foreign Languages Grades K-12. Curriculum Bulletin Series No. V. (Revised).

Connecticut State Dept. of Education, Hartford.

Pub Date Mar 68

Note-68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors-Audiovisual Aids, *Classical Languages, *Fles, Language Instruction, Language Learning Levels, Language Programs, Language Skills, Mechanical Teaching Aids, *Modern Languages, Pattern Drills (Language), Program Coordination, *Secondary Schools, *State Curriculum Guides, Student Evaluation, Teaching Methods, Teaching Techniques

This combination curriculum guide and handbook contains suggestions on methods, techniques, and content in the teaching of modern and classical languages. An introduction defining foreign language study and its various phases is followed by a chapter on FLES, chapters on the initial, the intermediate, and the advanced phases of study, and one on classical languages. Individual chapters on (1) pattern drills, (2) evaluation, scores, and grades, and (3) utilization of audiovisual and mechanical aids are also included. A glossary and list of suggested books conclude the guide. (AF)

ED 023 332 FL 001 004

Stern, H.H.

A Foreign Language in the Primary School?

Pub Date Sep 64

Note-31p.; Paper read at the International Conference on Modern Foreign Language Teaching, West Berlin, September 1964.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors-Comparative Education, Course Content, *Fles, *Language Instruction, Linguistics, *Modern Languages, Primary Education, *Program Development, Program Evaluation, Psychology, *Second Language Learning, Teacher Education, Teacher Qualifications, Teaching Methods

An introduction provides a brief history of foreign language study in the primary school in various countries and a brief examination of the different attitudes toward early foreign language study. The body of the article presents a case for foreign language study in the primary school on the grounds of sociopolitical developments, trends in primary education, and, to a lesser extent, the nature of language and the psychological characteristics of the child. Problems considered are (1) choice of language, (2) content and method, (3) planning and continuity, (4) teachers and their training, and (5) evaluation of results and research. (AF)

ED 023 333 FL 001 008

FLES Evaluation: Language Skills and Pupil Attitudes in the Fairfield, Connecticut, Public Schools.

Fairfield Board of Education, Conn.

Spons Agency-Connecticut State Dept. of Education, Hartford.

Report No-CSDE-Bull-106

Pub Date 68

Note-25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors-Evaluation Techniques, *Fles, Followup Studies, *Language Skills, Language Teachers, Language Tests, *Program Evaluation, *Secondary Schools, Statistical Data, *Student Attitudes, Student Interests, Testing

Identifiers-Fairfield Connecticut Public Schools. Presented in this report are the procedures, results, and recommendations of a study conducted in Fairfield, Connecticut in which school students with FLES backgrounds were compared with non-FLES peers in terms of language skills and interest in foreign language study. A summary of findings on student interest in language study is presented first and is followed by descriptions of the skills measurement procedures, test administration and scoring, sample selection, statistical procedures, and test results. Summarized conclusions indicate that FLES background stimulated considerable interest in further language study and that FLES-trained groups scored higher than their peers in most of the language skills tested. The report concludes with a short discussion of the study's implications and some brief recommendations for follow-up studies and for an improved FLES program. (AR)

ED 023 334 FL 001 012

Cormack, Margaret L.
International Development through Educational Exchange.

American Educational Research Association, Washington, D.C.
Pub Date Jun 68
Note-10p.

Journal Cit-Review of Educational Research; v38 n3 p293-302 June 1968

Document Not Available from EDRS.

Descriptors-Behavioral Science Research, Educational Planning, *Educational Research, *Exchange Programs, Federal Programs, Foreign Relations, *Foreign Students, Information Sources, *International Education, Research Methodology, Research Needs, *Research Reviews (Publications)

This is an evaluation of research on educational exchange, with emphasis on studies of foreign students in the United States. There are sections devoted to sources of research information, behavioral research, significant studies, and appropriate methodologies. Some suggestions are made for future research directions. A brief bibliography is included. (AF)

ED 023 335 FL 001 016

Dickson, Paul
Foreign Language Education: A Teacher's Guide. Revised Preliminary Edition.

Florida State Univ., Tallahassee. School of Education.

Pub Date 67
Note-224p.
Available from-University Book Store, Florida State University, Tallahassee, Florida (\$4.00 plus \$.50 postage).

Document Not Available from EDRS.

Descriptors-Articulation (Program), Audiological Methods, Course Organization, Educational Games, French, German, Interference (Language Learning), *Language Instruction, Language Laboratory Use, Language Skills, Language Teachers, *Modern Languages, Pattern Drills (Language), Program Planning, *Second Language Learning, Spanish, Teacher Qualifications, *Teaching Guides, Teaching Methods, *Teaching Techniques

Designed for both the teacher in training and the experienced teacher, this guide moves from basic theories and concepts of language education to specific examples of techniques and procedures. Beginning chapters discuss teacher attributes, course planning, and principles underlying foreign language learning, while subsequent chapters in Part One discuss and give specific illustrations for teaching the four basic language skills. Short statements are also made concerning culture, literature, translation, and testing. Part Two contains detailed examples for French, German, and Spanish courses, of lesson plans, pattern drills, written exercises, dictations, minimal pairs, and language learning games. A diagram plan for a language laboratory is also included. (Author/AR)

ED 023 336 FL 001 035

Else, Gerald F., Ed.
Report of the Colloquium on the Classics in Education, 1965.

American Council of Learned Societies, New York, N.Y.
Pub Date Jan 66
Note-72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors-Ancient History, *Classical Languages, *Classical Literature, *Conference Reports, Foreign Countries, Grammar, Greek, History Instruction, *International Programs, Language Instruction, Language Programs, Latin, Teaching Methods

This is the report of an international meeting on the Classics, conducted August 1965 in London, England. Resolutions adopted by the Colloquium, minutes of group sessions, papers, and national reports on the state of classical education are presented. Group sessions discuss the teaching of classical languages, classical literatures, and ancient history and civilization. Special papers presented on some aspects of these topics include David H. Kelly's "Grammar and Methodology," Kenneth Quinn's "The Nature of Literary Documents," and H.W. Pleket's "The Teaching of Ancient History." National reports (including several in French and one in Italian) discuss the current state of classical education in Australia and New Zealand, Brazil, Czechoslovakia, France, Germany, Ghana, Great Britain, Greece, Italy, Japan, the Netherlands, Spain, Sweden, and the United States. (AF)

ED 023 337 48 FL 001 088

Gorden, Raymond L.
Contrastive Analysis of Cultural Differences which Inhibit Communication between Americans and Colombians.

Antioch Coll., Yellow Springs, Ohio.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-ANT-7-0267
Bureau No-BR-7-0267
Pub Date Jun 68

Grant-OEG-1-7-070267-3973

Note-35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors-College Language Programs, *Communication (Thought Transfer), *Cross Cultural Training, *Cultural Context, Culture Conflict, Federal Programs, Foreign Culture, Foreign Relations, *Instructional Materials, International Education, Language Research, *Latin American Culture, Spanish, Study Abroad, Tables (Data)

Identifiers-Colombia, Peace Corps

This study, based on interviews with North American students and Peace Corps trainees in Bogota, and their host families, professors, and other Colombians in contact with the students, attempts to define the non-linguistic barriers to cross-cultural communication between North Americans and Colombians. The purpose of the study is to gather data for instructional materials which could help North Americans close the cultural gap in their dealings with Latin Americans. Results of the study are presented in two parts: (1) a description of the type and amount of data collected and (2) a description of the instructional materials completed thus far. Appendixes include a list of units of instruction which could be developed from the data and the tables of contents for the two units already completed. Finished units are "Initial Immersion in a Foreign Culture," available as FL 001 090 and "Spanish Personal Names," FL 001 089. (DS)

ED 023 338 48 FL 001 089

Gorden, Raymond L.
Spanish Personal Names as Barriers to Communication Between Latin Americans and North Americans.

Antioch Coll., Yellow Springs, Ohio.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0267
Pub Date 68
Contract-OEG-1-7-070267-3973

Note-154p.

EDRS Price MF-\$0.75 HC-\$7.80

Descriptors-College Language Programs, *Cross Cultural Training, *Cultural Context, Culture Conflict, Foreign Culture, *Instructional Materials, International Education, Language Instruction, Language Research, *Latin American Culture, *Spanish, Study Abroad, Tables (Data)

Identifiers-Colombia, Peace Corps

The materials presented here describe the Latin American naming system, explain how it differs from the North American system, and indicate how contrasting features of the two systems can be a barrier to communication between the two peoples. Major concepts considered are (1) the

American full name versus the "nombre completo," (2) the "nombre completo" in the kinship system, and (3) the alphabetization of Spanish personal names. Extensive appendixes (comprising about two thirds of the document) cover (1) the origin, English equivalents, and meanings of the most popular names in Latin America, (2) the most frequently used masculine and feminine names, (3) the most popular surnames in major Latin American cities, (4) a methodological note, and (5) a self test on Spanish personal names. This volume comprises Unit 2 of the instructional materials derived from the study, "Contrastive Analysis of Cultural Differences Which Inhibit Communications Between Americans and Colombians," available as FL 001 088. For a companion document, see FL 001 090. (DS)

ED 023 339 48 FL 001 090

Gorden, Raymond L.
Initial Immersion in the Foreign Culture.

Antioch Coll., Yellow Springs, Ohio.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0267
Pub Date 68
Contract-OEG-1-7-070267-3973

Note-76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors-College Language Programs, Communication (Thought Transfer), *Cross Cultural Training, Cultural Differences, Cultural Environment, *Culture Conflict, Foreign Culture, Idioms, *Instructional Materials, International Education, *Latin American Culture, Sociolinguistics, *Spanish, Study Abroad

Identifiers-Colombia

This is the first unit in a series of instructional materials arising from an exploratory study of cultural barriers to communication between North Americans and Colombians. A syllogistic model, in which our unspoken and unconscious assumptions comprise the major premise, is used to explain the difficulties of intercultural communication. These silent assumptions are revealed and explained through the material presented, which consists of (1) a physical description of Bogota, highlighting the foreigner's first impressions, (2) the experiences and impressions of one composite North American student upon arrival in the city, and (3) a case study of a cross-cultural misunderstanding involving the Colombian family unit. An appendix lists idioms peculiar to Colombian Spanish. For companion documents, see the original exploratory study, FL 001 088 and Unit 2 of the instructional materials, FL 001 089. (DS)

ED 023 340 24 HE 000 004

Sherman, Robert W. Hill, Robert E., Jr.
Aural and Visual Perception of Melody in Tonal and Atonal Musical Environments. Final Report.

Ball State Univ., Muncie, Ind.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-5-0214
Pub Date Feb 67
Contract-OEG-4-10-177

Note-198p.

EDRS Price MF-\$1.00 HC-\$10.00

Descriptors-*Autoinstructional Aids, *Curriculum Development, High Achievers, *Higher Education, Learning Laboratories, Low Achievers, *Music Education, *Teaching Techniques

Identifiers-*Atonal Music

Formal instruction in music today is primarily conducted in tonal idioms, although contemporary music tends to be atonal in nature. One of the reasons commonly given is that if fundamental instruction were given in atonal idiom only, the students would be handicapped in understanding serious music which is tonal in nature. To test the argument that atonal instruction will transfer to tonal idioms, a laboratory study was conducted. It examined the following issues. Will progress in the aural and visual perception of music through instruction based upon atonal organization transfer to progress in the aural and visual perception of tonal music? Will students of different levels of ability show similar attainment in the aural and visual perception of music under conditions of selected responses and constructed responses? Will students of different levels of musical ability respond with similar attitudes toward tape? Findings implied that musical in-

struction in atonal idioms is not detrimental to students, even with respect to tonal idioms. It also appeared that progress can be better measured when pure perception of intervals and melodies is not the crucial issue, and that tape-recorded self-instruction is an acceptable educational method both for high achieving and low achieving students. (AM)

ED 023 341 24 HE 000 006

Howard, Lawrence C.

The Developing Colleges Program: A Study of Title III of the Higher Education Act of 1965.

Wisconsin Univ., Milwaukee. Inst. for Human Relations.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-6-1437

Pub Date Aug 67

Contract-OEC-5-10-325

Note-471p.

EDRS Price MF-\$1.75 HC-\$23.65

Descriptors-Cooperative Programs, Environmental Research, Federal Aid, *Federal Legislation, Federal Programs, *Higher Education, *Institutional Cooperation, *Negro Colleges, Research Needs, *Social Change

Identifiers-Title III

Title III, unique among higher education enactments in emphasizing the developing rather than the prestigious or populous institution, attempts to identify colleges having a potential for making substantial educational contributions. It calls for a partnership between the federal government and the developing colleges by supporting cooperative programs that link culturally different regions of the country and by fostering a national system of higher education. If the program were imaginatively administered and supplied with greatly increased federal support, a dramatic payoff would be possible. The history of the growth of interinstitutional cooperation, the movement to strengthen Negro colleges, the expansion of federal funding, and the development of Title III legislation, illustrate the program's main purpose, to generate social change. Because additional information is needed to guide federal decisions, application forms should be revised to include data on the established and developing college's social and academic contribution to its students, faculty, administrators and community, on how the program can be continued beyond the grant's term, and on the influences of the college's regional environment. Underadministered at present, the program needs aggressive leaders to help accelerate the movement toward more universal higher education, the achievement of greater educational opportunity, the experiencing by students of a higher quality of learning, and toward focusing higher education upon relevant problems plaguing society. (JS)

ED 023 342 HE 000 011

Munday, Leo

Comparative Predictive Validities of the American College Tests and Two Other Scholastic Aptitude Tests.

American College Testing Program, Iowa City, Iowa. Research and Development Div.

Report No-ACT-RR-6

Pub Date Aug 65

Note-17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors-Agencies, *Courses, *Higher Education, Measurement, *Predictive Validity, *Testing

Identifiers-ACT, SCAT, *Scholastic Aptitude Tests

The predictive validity of the American College Testing Program's (ACT) Tests were compared with the College Entrance Examination Board's Scholastic Aptitude Tests (SAT) and the Educational Testing Service's School and College Ability Tests (SCAT) for a sample of 21 colleges and universities. Grades in specific courses as well as overall grade point averages were studied. The ACT and SAT tests exhibited about the same degree of predictive validity, and both were better predictors than the SCAT. Predictive results varied from school to school and from course subject to course subject, thereby suggesting that predictive validity for individual colleges and universities and for specific subject matter areas should be established. In addition, a college's choice between the ACT or SAT probably cannot be made on the basis of their relative predictive validities, but rather should be made on

the basis of the total programs of services offered by the respective testing agencies. (Author)

ED 023 343 HE 000 012

Hoyt, Donald P.

The Relationship between College Grades and Adult Achievement. A Review of the Literature.

American College Testing Program, Iowa City, Iowa. Research and Development Div.

Report No-ACT-RR-7

Pub Date Sep 65

Note-61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors-Achievement, *Evaluation Techniques, *Higher Education, Performance, *Predictive Validity, Selection

Because grades are the chief means used by college officials and employers to evaluate college performance, their relation to future achievement is significant. Forty-six studies concerned with this relationship were reviewed. The studies were divided into 8 categories-business, teaching, engineering, medicine, scientific research, miscellaneous occupations, studies of successful individuals, and non-vocational accomplishments. Although this area of research is plagued by many theoretical, experimental, measurement, and statistical difficulties, evidence strongly suggests that college grades bear little or no relationship to any measures of adult accomplishment. The findings indicate that 3 major changes in evaluation and selection procedures are urgently needed. First, the meaning of grades should be empirically determined. Second, evaluation procedures in higher education should be drastically altered. Third, these changes should be reflected in policies of selection or acceptance for professional training. (Author/JS)

ED 023 344 64 HE 000 018

Sidnell, Robert G.

The Development of Self Instructional Drill Materials to Facilitate the Growth of Score Reading Skills of Student Conductors. Final Report.

Michigan State Univ., East Lansing.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-5-1083

Pub Date Aug 68

Grant-OEG-3-6-051083-0501

Note-299p.

EDRS Price MF-\$1.25 HC-\$15.05

Descriptors-*Applied Music, *Autoinstructional Aids, *Music Education, *Music Reading, Programmed Instruction, *Teaching Methods

Music score reading ability defined in this study as skill in the detection and identification of pitch and rhythmic errors, is a necessary requisite for teachers of instrumental music. In an effort to devise an instructional method for teaching score reading skill, self instructional programmed drill materials were developed and the use of these materials in improving the score reading skill of student conductors was evaluated. Music material for the drill tapes was randomly gathered from public school performances. Analyses of these performances resulted in a glossary of typical student errors. Short excerpts were re-recorded in which only one pitch or rhythm error was allowed in an otherwise near perfect performance. Errors were programmed so that detection and identification were accomplished in four frames. Twenty tapes of 12 excerpts each were developed. Similar non-programmed materials were constructed for purposes of comparison. The result of the experimental application of these drills indicated that the programmed materials produce greater improvement in score reading skill than non-programmed materials. (Author/AM)

ED 023 345 HE 000 020

Skager, Rodney W. Bruskamp, Larry A.

Changes in Self-Ratings and Life Goals as Related to Student Accomplishment in College.

American College Testing Program, Iowa City, Iowa. Research and Development Div.

Report No-ACT-RR-16

Pub Date Nov 66

Note-18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors-*Academic Achievement, *Achievement Rating, *Cocurricular Activities, College Environment, *Higher Education, Student Attitudes, Student College Relationship, *Students

Changes in self esteem or life goals of college students are likely to be related to the degree of

success experienced in various types of extracurricular activities. To test this hypothesis, questionnaires containing 8 items requiring self-ratings and 8 items describing desirable accomplishments, aspirations or goals were administered in 1964 and again in identical form in 1965 to students at ten colleges and universities. Eleven of the items were selected for further study. Students reported their extracurricular achievements during college in a variety of areas such as science, leadership and art. Changes on each goal or self-rating were related to the level of accomplishment on one or more achievement scales, presumably related to the goals. The research supported the hypothesis. For example, changes in self-ratings of popularity and in the goal of prominence in public affairs were positively related to achievement in such relevant areas as leadership and participation in social activities. The findings also indicated that changes in self-ratings and life goals were related to the characteristics of the colleges the students were attending. (Author/AM)

ED 023 346 HE 000 029

Extension and Public Service in the University of Illinois. Phase I Report.

Illinois Univ., Urbana.

Pub Date Nov 67

Note-43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors-Community Involvement, *Community Service Programs, *Extension Education, Higher Education, *Program Planning, Responsibility, *University Extension

Identifiers-*University of Illinois, Urbana

Societal needs and demands, together with the increasing interdependence between the university and its environment have forced the university to reassess its relationship to the wider community and reexamine its service responsibilities. The service function has become an integral and essential part of the academic scene, inseparable from research and instruction functions. The university, therefore, for both external and internal reasons, must decide what its service role should be. To examine the way the University of Illinois is meeting these responsibilities, a study was made of the structural approach to extension and public service, the personnel and finances involved, the clientele served, the methods and techniques employed, and the specific programs undertaken. The results indicated that the university was heavily but haphazardly involved, that the character of the clientele varied greatly, and that so many different techniques were used that no conclusion could be drawn as to which were most effective. An examination was also made of the specific external problems needing attention and the institutional adjustments, in terms of organization, personnel and finance, that would have to be faced in order to meet society's demands and needs. Recommendations for changes are presented in Phase II of the Study. (AM)

ED 023 347 HE 000 030

Extension and Public Service in the University of Illinois. Phase II Report.

Illinois Univ., Urbana.

Pub Date Aug 68

Note-36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors-*Administrative Organization, *Administrative Policy, *Community Service Programs, Coordination, *Extension Education, Faculty, Guidelines, *Higher Education, Responsibility

Identifiers-*University of Illinois, Urbana

Phase II of the report on the program outlined in Phase I deals with specific recommendations for expanding and improving the extension and public service functions of the University of Illinois. To be effective, the university needs a master plan in which the four essential ingredients must be (1) broad, strong and explicit policy commitments by the top administration and the faculties, (2) the organizational machinery to carry it out, including close cooperation with the faculty. In a multi-university, each campus should be given responsibility for organizing, staffing and operating a comprehensive public service program. A vice president for public service should be responsible for university-wide coordination and joint or inter-campus programming. He should have approval powers regarding budgets and personnel, starter funds for program planning and execution, and should be

primarily responsible for relations with private foundations and the federal government in public service matters. Each campus should have a public service officer, who would sit on the Public Service Board with the Vice President for Public Service. (3) In addition, policy and program improvements are essential, especially with regard to harnessing the services of the cooperative extension service for urban needs. The university should also give increased attention to off campus graduate programs and continuing education in the professions. (4) Continuous administrative refinement should be made in the light of evaluated experience. (AM)

ED 023 348 24 HE 000 032
Fortess, Karl E.

The Preparation of a Library of Taped Interviews with American Artists, on Problems of Professional Concern, as Resource Material for Faculty and Students of Art on the Level of Higher Education. Final Report.

Boston Univ., Mass. School of Fine and Applied Arts.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-8441

Pub Date Jun 68

Contract—OEC-1-6-058441-0599

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—*Art Education, *Autoinstructional Aids, Curriculum Development, Graphic Arts, *Higher Education, Instructional Materials, Painting, Resource Materials, Sculpture, *Tape Recordings

The objective of this study was to develop a library of taped interviews with contemporary American painters, sculptors and graphic artists. Seventy-nine interviews were collected, their value being based on the assumptions that the medium of the taped interview would increase the quality and frequency of contact between art student and accomplished artist and develop a reusable teaching resource that would provide more of these in-depth contacts. Questions dealt with the artist's background and training, societal identifications, work patterns, interests, influences, teaching experiences and opinions of contemporary trends. To evaluate the interviews, 150 art students gave verbal responses to a scaled questionnaire. Results indicated that the tapes contributed to informational backgrounds, were a stimuli to further experiences, provided an insight into one's own problems as an art student, into one's work patterns, motivations, and the rule of the artist in contemporary society. (CS)

ED 023 349 24 HE 000 034
McIntyre, Charles J.

Postdoctoral Traineeship in Research on Measurement and Instruction in Higher Education. Final Report.

Illinois Univ., Urbana. Office of Instructional Resources.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2043

Pub Date Feb 68

Grant—OEG-3-6-062043-1395

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Educational Research, *Higher Education, *Instructional Improvement, Internship Programs, Postdoctoral Education, *Testing, Trainers

Identifiers—*University of Illinois, Urbana

This traineeship was set up to provide exposure to and experience with an ongoing program of applied measurement in a university setting. The program was directed toward discovering the unique techniques and problems which improve the quality and efficiency of higher education through examinations. The trainee became familiar with the daily activities in the Measurement and Research Division Office at the University of Illinois. He undertook related course work and engaged in discussions pertinent to his research topics. He also spent a sizable portion of his time researching the use of appropriate tests for freshman selection, for placement and awarding of proficiency credit for entering language students, implementation of an instructor evaluation program at the University and implementation of known techniques and research findings aimed at altering the educational practices at the University. The program was considered valuable

because of the experience the trainee gained from his close involvement with the staff and his new understanding of the application of objective measures to the improvement of higher education. (CS)

ED 023 350 HE 000 035

Lunneborg, Clifford E. Lunneborg, Patricia W.

Architecture School Performance Predicted from ASAT, Intellectual and Nonintellectual Measures.

Washington Univ., Seattle. Bureau of Testing.

Report No—BTP-0465-280

Pub Date Apr 68

Note—17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Achievement Tests, *Architectural Education, *Higher Education, *Occupational Tests, Performance Tests, Prediction, Student Testing, *Success Factors, *Testing Programs

Identifiers—*Architectural School Aptitude Test, ASAT

This study is part of a continuing search for measures of divergent thinking and for better predictors of performance in occupational areas depending on such ways of thinking. Traditional predictors of college performance, i.e., high school GPA and tests of verbal and quantitative aptitude have always worked much better estimating success in English, mathematics and biology courses than they have in art, music and architecture. It was found that a more accurate prediction of success for architecture students could be made by using tests designed specifically to tap abilities which architects had judged were related to success in architecture school along with the traditional tests used to predict college performance. Course grades and faculty ratings were predicted for 228 students from Architectural School Aptitude Test (ASAT) scores, ASAT scores complemented by 18 traditional academic predictors, the traditional battery alone, and ASAT scores complemented by 16 biographic and interest items. Results showed the ASAT to be useful as a tool for guiding prospective architecture students. ASAT scores alone, however, predicted long-term criteria poorly but when supplemented with other intellectual measures or with biographic data, the best predictions over all architecture criteria were made. (CS)

ED 023 351 HE 000 036

Ernest, David J.

The Prediction of Academic Success of College Students Majoring in Music.

Saint Cloud State Coll., Minn.

Pub Date May 68

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Achievement, *Admission Criteria, *Higher Education, *Music Education, *Prediction, *Students

The identification of capable students majoring in music is difficult because of the limitations of traditionally used tools for predicting success. The purpose of this study was to investigate the relationship between selected pre-college scores and (1) college cumulative honor point and (2) cumulative honor point in music courses attained at the time of college graduation, as a basis for predicting the academic success of freshmen proposing to major in music. All available scores were obtained for the ACT, the Minnesota Scholastic Aptitude Test, (MSAT), Triggs, Reading Survey, High School Rank, Cumulative College Honor Point Ratio and Honor Point in Music Courses for 71 music majors who graduated from St. Cloud College between December 1960 and August 1967. It was found that the best single predictor for college cumulative honor point and honor point in music courses was high school rank. A combination of high school rank, Triggs and MSAT produced the best multiple correlation coefficient figure as a predictor of college cumulative honor point or degree of academic success. College admissions personnel should find these relationships very useful in detecting the more able student, but should re-evaluate these results every few years. (JS)

ED 023 352 24 HE 000 037

Phelps, Roger P.

Seminar in State Music Supervision. Final Report.

New York Univ., N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-8124

Pub Date Aug 67

Grant—OEG-1-7-078124-2715

Note—149p.

EDRS Price MF-\$0.75 HC-\$7.55

Descriptors—Computer Assisted Instruction, Computer Programs, *Educational Improvement, *Higher Education, *Instructional Improvement, Mass Media, *Music Education, *State Departments of Education, Teacher Certificates

Identifiers—*National Conference to Improve the Effectiveness of State Supervision of Music

Thirty-two states, plus Guam, were represented at the Seminar in State Music Supervision, held Jan. 24 through 26 at New York University. Position papers were presented on state arts councils movements, the relationship between state music supervisors and chief state school officers, computer applications to music education, and general factors of Title I of ESEA. Other papers dealt with the responsibilities of state music supervisors, the changing patterns and concepts of certification, and the effect of mass media on culture. Reports on Title I and Title III ESEA music projects were given. Discussions were held on (1) the manner in which changing philosophies of state departments of education affect the responsibilities of their personnel, (2) the increasing attention being paid to required secondary school music, and (3) the advancement of computer science technology over the musician's present ability to use it efficiently. All of these factors are related to the dichotomy between the creative artist and the teacher, the need for more state education department music personnel, and the trend toward having music taught by specialists. (Author/CS)

ED 023 353 24 HE 000 041

Miller, Stephen J.

The Educational Experience of Interns.

Brandeis Univ., Waltham, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No—CRP-2596

Bureau No—BR-5-0776

Pub Date 68

Contract—OEC-4-10-178

Note—373p.

EDRS Price MF-\$1.50 HC-\$18.75

Descriptors—*Clinical Experience, Health Occupations, *Higher Education, *Hospitals, Internship Programs, *Medical Students, Physicians

Identifiers—Boston City Hospital, *Harvard Medical Service

To better understand the medical internship, a required and critical part of the educational preparation of young physicians, and its relevance for their future careers, the experience of interns on the Harvard Medical Service at the Boston City Hospital was documented. The principal method used to gather information was participation in and observation of the daily activities of an internship, in the clinics, wards, meetings and lectures. During the 18-month investigation, hypotheses were formulated and tested by further observation and direct questioning. To compare the experience of Harvard interns with the internship program at another hospital, 3 months were spent as a participant/observer at a community hospital. An objective test, a questionnaire and the National Board of Medical Examiners examination were also evaluated. Although most interns aspired to careers in teaching or research, they and advisors agree that a straight medical internship should be served, preferably at a university-affiliated hospital. There, because of heavy demands, their work consists almost entirely of attending patients. To reconcile directing their efforts toward patient care rather than formal academic learning, interns justify their work as an educationally beneficial clinical experience. They thus reduce the conflict between their own academic desires and the hospital's purpose. "Learning the ropes" is a crucial factor in an intern's success. Although the work of the internship at the university and the community hospital was similar, the programs differed because of conditions and objectives. (JS)

ED 023 354 24 HE 000 042

Ackerman, Rudy S.

The Relationship of Motivation and Evaluation to the Process and Product in the Art Work of College Students. Final Report.

Moravian Coll., Bethlehem, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-8118

Pub Date Dec 67

Grant—OEG-1-7-078188-3718

Note-192p.

EDRS Price MF-\$0.75 HC-\$9.70

Descriptors-*Art Education, *Evaluation, Freehand Drawing, *Higher Education, *Motivation, Teaching Methods, *Visual Arts

Conducted over a 6 week period at Moravian College, Bethlehem, Pa., the object of this study was to discover if a particular combination or variation of motivational sources and of evaluative logic would provide a significantly superior method for teaching the visual arts. Based on the belief that college art education offers numerous opportunities for utilizing original thinking, developing skills and cultivating aesthetic sensitivities, this study investigated the effect of various inner-directed and outer-directed motivation and evaluation strategies upon the visual art work of non-art students. Visual and non-visual stimuli were used to produce drawings in and out of class. Forty-four subjects were assigned to 4 groups, Teacher Motivation-Teacher Evaluation; Teacher Motivation-Student Evaluation; Student Motivation-Teacher Evaluation; Student Motivation-Student Evaluation. The major conclusions are that "(1) in terms of the environmental conditions and the criterion variables, significantly different scores are shown among the experimental groups, (2) in terms of the environmental conditions and the criterion variables, significantly different scores are shown among the experimental groups for specific periods of instruction, and (3) a significant difference is not found to exist between the four experimental treatments and the two levels of stimuli." (JS)

ED 023 355 24**HE 000 043**

Willson, Robert

A College-Level Art Curriculum in Glass. Final Report.

Miami Univ., Coral Gables, Fla.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-P-5-516-65

Bureau No-BR-5-8304

Pub Date Feb 68

Contract-OEC-2-6-058304-1146

Note-54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors-Architecture, *Art Education, *Art Materials, Arts Centers, Exhibits, *Glass, *Higher Education, Painting, Sculpture, Summer Institutes, Teaching

Identifiers-Italy, *Murano Glass Center, Venice

In order to compile information to be used as a basis for developing a curriculum for teaching glass as an art material on the college level, glass experts, artists and centers in 12 nations were visited. It was clear that the US lags far behind other countries in teaching glass, in using it as a subject for art exhibitions and using it creatively in architecture, sculpture and painting. Not only is the neglect of this medium unfortunate because of artistic needs but also because there are few skilled American technicians to preserve or enhance this area of endeavor. Although glass is prized for the permanence of its color and transparency, there have been obstacles to its widespread use. These could be overcome and educational needs could be met if federal, foundation and industrial support could be made available for (1) the establishment of a free national glass experimental and informational center (2) the collection of teaching materials (3) teaching labs for glass artists and (4) international exhibitions on glass art. Federal aid should be channeled either through a new university or through universities in the Southwestern area to take advantage of existing native cottage-industry efforts. A model curriculum is presented, and a 5-year federally supported program is recommended (effective 1968) for a complete summer school of glass in Murano, Italy where artists, teachers and architects can be trained quickly and economically. (JS)

ED 023 356**HE 000 044****Definitions of Student Personnel Terms in Higher Education.**

American Association of Collegiate Registrars and Admissions Officers; National Center for Educational Statistics (DHEW), Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No-OE-50053

Pub Date 68

Note-67p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.250:50053,\$.25).

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors-*Administrative Personnel, Administrator Guides, Data, *Higher Education, *Language Usage, *Personnel Needs, *Vocabulary

Although there is a central thread of consistency in objective, organization and procedures in institutions of higher education, differences in educational terminology tend to mislead or confuse both the educationists and the general public. This pamphlet contains a collection of the terms most commonly used by those working in student personnel services, together with the definitions of each. The terms are presented in alphabetical order, and where alternate labels exist in different parts of the country for the same phenomenon, these alternate labels are indicated. This is an attempt to capture current usage, but not necessarily to fix either the terminology or the phenomenon described. It is a definition of terms, not a manual of procedures, although precise definition should help to clarify procedures. The material was put together during a week-long seminar held in Washington, D.C. in October 1966. It has been further refined in consultation with other associations in higher education, notably the Council of Graduate Schools in the US and the American Association of Junior Colleges. It carries the general approval of 16 educational organizations. (JS)

ED 023 357**HE 000 051**

Conway, James A. Dettre, John R.

An Exploratory Study of the Relationships of Belief Systems, Goals, and the Evaluation of College Undergraduates.

New Mexico Univ., Albuquerque; State Univ. of New York, Buffalo.

Note-6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors-Attitudes, *Beliefs, Class Average, *Evaluation, *Grades (Scholastic), *Higher Education, *Participation, Values

Because some researchers have suggested that dogmatism, or open or closed mindedness, on the part of faculty and students influences the marks students receive, this study aimed to determine the extent to which a congruence of teachers' and students' beliefs and goals is reflected in grades. To guide the investigation, a number of questions were put forth relating to whether teachers tend to prejudice students on the basis of compatibility with their personal values. Conducted at the State University of NY at Buffalo, questionnaires were administered to 792 students pursuing a preparatory program to teach on the elementary and secondary level and 26 of their teachers. Rokeach's Dogmatism Scale and an adaptation of the life goals from Getzels and Jackson were used. At mid-semester, faculty also completed another questionnaire asking them to rank their students as above average, average, or below average without reference to grade books or other sources. The findings were first that open and closed minded students taught by open and closed minded teachers did not receive a significantly different grade distribution. Second, students who shared the same goals as their teachers received about the same distribution of grades as those whose goals differed. Third, when beliefs AND goals correspond, grades tended to show a certain pattern. Grade discrimination only seems to appear when beliefs and goals are considered together. Class ranking did not seem to be influenced by mutual agreement on goals. Evidence indicated that class participation may be a deciding factor affecting faculty evaluation of students. (JS)

ED 023 358**HE 000 052****Educational Opportunity Forum. Volume I, Number 2.**

New York State Education Dept., Albany. Div. of Higher Education.

Pub Date Aug 68

Note-72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors-Admission Criteria, Black Community, *Disadvantaged Youth, *Educational Opportunities, *Higher Education, *Opportunities, Selection, Social Change, Work Study Programs

Identifiers-*Upward Bound Program

In this second edition of a NY State Education Department publication devoted to higher educa-

tional opportunity, the title of the newsletter has changed from COLLEGIATE NEWSLETTER ON THE DISADVANTAGED TO THE EDUCATIONAL OPPORTUNITY FORUM. The change reflects more clearly the broader emphasis that should be placed on efforts to extend the reach of higher education to include those elements in American society that have for varying reasons been unable to take advantage of it. Most of the articles in this issue are concerned with the Upward Bound program and the new educational techniques and ideas it is fostering within the universities that accommodate it. The newsletter also contains some more general articles on the disadvantaged, Black nationalism, and the federal work-study program. The problem of selecting disadvantaged college students is dealt with in both the "News and Notes" and in articles. (JS)

ED 023 359**HE 000 053**

Watley, Donovan J.

Career Progress of Merit Scholars.

National Merit Scholarship Corp., Evanston, Ill.

Report No-NMSC-RR-VOL-4-NO-1

Pub Date 68

Note-26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors-*Academic Achievement, *Academic Aspiration, *High Achievers, *Higher Education, Learning Motivation, *Motivation, Performance Factors, Personality, Religious Factors, Socioeconomic Influences

Identifiers-*National Merit Scholarships

National Merit Scholars, chosen in 1956 and 1957, were studied to assess career progress made by highly gifted students 7 to 8 years after they had entered college and to identify factors that possibly contributed to the differential progress observed. Before entering college, each of the 368 subjects was asked what level of education he intended to achieve. From questionnaires completed in summer 1964 it was found that 6% of males and 7% of females had not obtained a bachelor's, 13% of males and 25% of females had completed their bachelor's but had not attempted graduate study, 72% of males had a master's or were still pursuing graduate study, and 10% of males had obtained a doctoral or professional degree. Among women, 68% had completed some graduate work. While scores on precollege scholastic ability exams did not affect educational progress, higher annual income and level of education attained by fathers plus a greater emphasis on education and learning in the home were factors contributing to a higher level of education among male students. Among females, the same held true except that scholars from wealthier families were making the least progress. Jewish males and Catholic or Jewish females appeared more likely to have progressed to the graduate level. Personality factors determined by the CPI showed five scales to differentiate significantly among the male progress groups and five differentiated among the female groups. (CS)

ED 023 360**HE 000 054**

Watley, Donovan J.

Stability of Career Choices of Talented Youth.

National Merit Scholarship Corp., Evanston, Ill.

Report No-NMSC-RR-VOL-4-NO-2

Pub Date 68

Note-16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors-*Career Choice, Engineering, *High Achievers, *Higher Education, *Occupational Choice, *Talented Students

Identifiers-*National Merit Scholarships

The precollege career choices of National Merit Scholars and the extent to which these choices remained stable or changed 7 to 8 years after these students entered college were determined. From 1956 through 1960, the students' vocational plans were obtained from a personal data form completed during their senior year in high school. These same scholars submitted information concerning their career plans or choices in the Summer of 1965. The most popular initial choices among men were the physical sciences, mathematics and engineering. Among women, the physical sciences, mathematics and education were most often chosen. From the data collected in 1965, it was evident that a considerable change in career objectives occurred in both sexes. Among men, engineering suffered the greatest loss of talent to other career fields. Medicine, law and the biological sciences were

the only fields keeping at least 50 percent of their initial recruits. Education initially attracted large proportions of women, but subsequently lost many of them to other fields. (CS)

ED 023 361 HE 000 057

Kerr, Hugh T.
Teaching Methodology and Theological Education:
A Prospectus.

Princeton Theological Seminary, N.J.

Pub Date 1 Oct 68

Note-31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors-Community Involvement, Graduate Study, *Higher Education, *Innovation, Professional Education, Social Change, *Student Participation, *Teaching, *Theological Education

A research project was designed to explore the present situation and future needs of teaching methodology within the graduate-professional context of theological education. Although there has been a virtual revolution in the development of new techniques of instruction at the university level in recent years, there has been a lack of constructive discussion about graduate-professional teaching. Related to innovative educational experiments, the current student rebellion against all kinds of establishments and their involvement in radical social movements imply an urgent need for total academic restructuring. Two current student trends relate directly to the purposes of theological education - the demand to redefine the educational process as guided self-discovery, and the concern to extend the campus to include its total environment. For the project, a selected number of experimental teaching programs in various kinds of schools and research centers were evaluated. The form of this prospectus consists of a series of theses followed by a random sampling of the kinds of sources which seem relevant. It is contemplated that a full report with recommendations would issue from this research. It seems inevitable that seminars and divinity schools will require radical restructuring. (Author/JS)

ED 023 362 HE 000 059

Kavelman, Robert A., Comp. Stevens, Lee A., Comp.

Experimental Research Project "Headstart"
(Getting a "Headstart" to College) June 6, 1966 - January 30, 1967. Preliminary Status Report.

Foothill Coll., Los Altos, Calif.

Pub Date 28 Feb 67

Note-8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors-College Preparation, *Freshmen, *Higher Education, *Orientation, Persistence, *Reading, *Special Programs, Students, Study Habits

A program called "Headstart to College" was designed to help students coming to Foothill College meet the problems of orientation, study habits and reading before they entered the college in Fall 1966. Two counselors presented courses entitled "Introduction to College" and "Effective Study," and a reading specialist taught "Analytical Reading." The total cost to the student was \$15.00. Of the 101 students who elected to take the program, 96 persisted and earned 5 units of transferable college credit in the 8 week session. Two control groups, each consisting of 82 Foothill College freshmen were randomly selected and matched with the experimental Headstart group according to sex distribution, mean age, mean high school GPA and mean ACT composite score. The criteria checked were number of students persisting, number of units, hours and program changes in student programs, number of units and hours attempted and completed, grade points and GPA, and the total number of Summer Session and Fall Semester units and hours attempted and completed. Although the data are incomplete, results to date indicate that students who participated in the Headstart orientation program made better grades, fewer program changes and persisted longer than other students. (JS)

ED 023 363 HE 000 063

Uncommon Programs in Southern Colleges and Universities: Degrees Awarded in 1963-64.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 66

Note-41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors-Curriculum, *Higher Education, *Innovation, *Interinstitutional Cooperation, *Programs, Regional Programs, *Southern States, Special Programs

This summary of higher educational programs which are relatively uncommon within the 15 Southern Regional Education Board states is based on an OE report on earned degrees conferred in 1963-64. Attention is focused on programs that are interesting by virtue of their scarcity, either in content or in terms of their position in an institution's curriculum. "Uncommon" programs usually refers to those having a discrete character, often fairly expensive to operate, and for which a limited but steady demand exists. The data is presented in a table divided into columns indicating: Field and USOE Code, Degree Level, Southern Institutions Awarding Degree in 1963-64, Number of Degrees Awarded, and Remarks. The compilation is useful in that it can point out possible areas for interinstitutional cooperation. It also provides guidance personnel with more comprehensive information for advising students. And third, institutions now offering these programs can note variations of the same courses being offered by other regional universities, and can thereby, if they wish, go on to investigate the usefulness of differently designed programs. (JS)

ED 023 364 HE 000 067

University Study in Canada.

Association of Universities and Colleges of Canada, Ottawa (Ontario). International Programmes Div.

Pub Date Apr 68

Note-18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors-Admission Criteria, *Cultural Factors, Financial Support, *Foreign Students, *Higher Education, Social Life, *Universities Identifiers-Canada

These notes for overseas students intending to attend university in Canada contain information on admission requirements and application and registration procedures. A sample budget for a 1967-68 undergraduate as well as a discussion of medical and other insurance are included in the summary of possible financial expenditures. Although there are some government financial programs for which foreign students are eligible, most scholarships, fellowships or other assistance are made available only to postgraduates. Immigration requirements and travel procedures both to and within Canada are summarized. The types of accommodation offered at a Canadian university and campus social life are mentioned. In the description of life in Canada, its geographic location, climate and people are depicted; and foreign students are offered comment and advice on Canada's banking and commercial practices, food, clothes, laundries, beauty shops, postal facilities, telephones and telegrams, and general social customs. (JS)

ED 023 365 HE 000 068

Hussain, K.M. Leestamper, Robert

Survey on Criteria of Teaching Effectiveness at New Mexico State University.

New Mexico State Univ., Las Cruces.

Pub Date Jun 68

Note-53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors-Administrator Attitudes, Community Responsibility, *Effective Teaching, *Evaluation, *Faculty, *Higher Education, Research Criteria, *Teaching

Identifiers-Las Cruces, New Mexico State University

In a questionnaire survey designed at the University of Toledo to determine the ranking of criteria of effective teaching, faculty, students and alumni at New Mexico State University agreed that "being well prepared for class" was the most important criterion. This ranking was upheld by 10 subgroups of faculty (faculty by years of service, teaching or administrative, and faculty by colleges), except for the College of Education which ranked "motivating students to do their best" as the most important criterion. The 3 groups all gave low rankings to research-related criteria and criteria concerned with off-campus community relations. The criterion of "making appearances which assist programs of community organization" was ranked as LEAST important. When criteria used in the faculty merit rating was compared to criteria used in the questionnaire, it was found that 4 criteria ranked

in the top 10 in the survey do not appear in the Merit Rating Form, whereas 4 listed in the bottom 10 of the survey do, suggesting that the Form should be redesigned. The same pattern of discrepancy and implied need for change was evident when the questionnaire was compared with the University's most widely used student evaluation form. Patterns of rankings suggest that teaching faculty are being evaluated according to a different scale by administrative faculty. Rankings by subgroups of faculty, student and alumni indicate interesting divergencies. In identifying attitudes concerning teacher effectiveness, this study should provide a basis for discussion by administrators and faculty on how to devise more equitable and satisfactory evaluation procedures. (JS)

ED 023 366 HE 000 071

Chambers, M.M.

Appropriations of State Tax Funds for Operating Expenses of Higher Education 1968-1969.

Indiana Univ., Bloomington.

Spons Agency-National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date Oct 68

Note-38p.; Ninth edition of an annual report.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors-Budgets, *Enrollment, *Financial Support, *Higher Education, *State Aid, Tax Allocation, *Tax Support Identifiers-National Association of State Universities and Land Grant Colleges, Washington D.C.

The ninth edition of an annual report on state tax support of higher education documents a total for 50 states for 1968 that surpassed \$5 billion. Despite large sums and percentage increases, however, public higher education is not receiving the support it needs to keep up with rising costs and demands. Enrollments, in particular, will probably double in 1970-80 as they have in 1960-70. Since 70% of 1968 enrollments are in public universities, the public sector will bear the brunt of further increases. To explore the effect of financial shortages, a survey of the 100 members of the National Association of State Universities and Land-Grant Colleges was conducted. Throughout the 61 responses rang the warning that it will become ever harder for institutions to catch up and compensate for years of reduction, delay and neglect. The major reasons cited for growing budget requests were expansion, inflation and salaries. A majority of institutions also listed needs for new programs, projects and facilities. Survey institutions said that inadequate financing threatens quality and opportunity, and because of enrollment growth and expansion, the lack of capital for facilities is a critical problem. Every institution reported that their state appropriation was less than the university request. But if states update their revenue systems, it is within their capacity to provide the funds necessary for economic growth and for a wise and humane citizenship. (JS)

ED 023 367 HE 000 081

de Jaunel, Bertrand

Academic Youth and Social Revolution.

American Council on Education, Washington, D.C.

Pub Date 69

Note-17p.; Paper presented at 51st Annual Meeting of American Council on Education, 1968; to be published in THE FUTURE ACADEMIC COMMUNITY, ed. John Caffrey.

Available from-American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036.

Document Not Available from EDRS.

Descriptors-Economics, *Higher Education, *Political Attitudes, Social Values, *Student Reaction, Student Role, University Administration, *Values

Identifiers-Paris, *The May Revolt

A general wave of student eruptions is taking place in many countries not only because of dissatisfaction with specific institutional practices, but because of a profound and deepening estrangement between academic youth and modern society. Among elements contributing to the growth of a new political movement are much larger student bodies and institutions, a social climate in which change is praised and obsolescence denounced, and the present rise of the "qualitative appreciation of youth" -- a phenomenon

causing youth to question the underlying values of the prevailing culture. Throughout Europe and the US, militant students (generally brilliant scholars) express distaste for traditionally structured careers; thus want to redirect the course of social change. Because the student population is older than formerly, the university's effort to regulate private lives is resented. Frustration is also provoked because, as nonparticipants in the economic system, students "do" little. And independence of material conditions tends to breed highly emotional political views based on psychological, not financial, interests. As the nature of a university precludes its integration into consumer-oriented society, students most responsive to university values are least comfortable outside academia. An examination of the May student revolt in Paris shows the government's failure in dealing with political demands and the university's success in dealing with demands for academic reform. University authorities should avoid involvement in political activities of students. If the learning process is disturbed, it is students who suffer and who must assume the blame. Thus all "law and order" functions should be placed in student hands. There is no more suitable place for democratic self government than the university. (JS)

ED 023 368

JC 680 360

Ripley, Kathryn Jane

PERT as a Management Tool for Educators.

Ohio State Univ., Columbus. Educational Research Management Center.

Pub Date 24 Apr 68

Note-33p. Paper presented at the Management Training Program for Educational Research Leaders (Ohio State University, April 24, 1968).

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors-*Campus Planning, *Critical Path Method, *Junior Colleges, *Planning, Sequential Approach, *Systems Analysis

Identifiers-*Virginia

Program Evaluation and Review Technique (PERT) is a statistical technique, developed by the U.S. Navy, for analyzing and quantifying uncertainties in sequential or parallel activities essential for completing a project within certain parameters. It focuses management attention on points that require remedial action or tradeoff in time (or other resources) to meet a deadline. The PERT flowcharts picture the interdependence of all elements in a project and the branching of subsequent activities resulting from the completion of a prior step. This paper shows in detail the use of PERT charts in the establishment of Northern Virginia Community College in the brief time between the enabling legislation of October 1966 and the opening of the rental campus in September 1967. Separate charts demonstrate the use of the device in overall planning, acquiring furniture and equipment, organizing the library, and providing food and janitorial services. (HH)

ED 023 369

JC 680 362

Maier, Robert Oscar

A Comparison of Two Methods of Teaching an Engineering Slide Rule Course.

Pub Date Jun 57

Note-48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors-*Engineers, *Experimental Teaching, *Instructional Improvement, *Junior Colleges, *Masters Theses, *Mathematics Instruction

The study compared two methods of teaching the use of the log-log slide rule in engineering courses, a straight lecture method or a lecture-laboratory method. The lecture method consisted of two separate hours a week with class discussion and demonstration by the instructor. The lecture-laboratory method comprised one hour of lecture and demonstration and one hour of laboratory work, during which the students solved problems with individual help from the instructor. To test the assumption that the laboratory method would be superior, an experiment was set up for 171 students in two groups. The equality of the two groups was determined by the Cooperative Mathematics Pre-test for College Students and the final examination was considered valid for deciding which method was better. Provision was made for control of three variables, namely, differences (1) in ability between day and night students, (2) in initial ability of the groups, and (3) caused by improved teaching. Seven day and six night classes were

tested in such a way that a fall and a spring semester were taught by each method. The same instructor taught one group of 94 by the lecture method and another group of 77 by the lecture-laboratory method. The first group had a final examination score of 62.0; the latter group had a final score of 70.1. The t-test yielded a value of 2.85, a significant difference in favor of the lecture-laboratory method of teaching. (HH)

ED 023 370

JC 680 363

Moen, Norman W., Ed. Stave, Ramon L., Ed. Minnesota Junior College Faculty Interests and Concerns, Report of a Conference of Instructors in the Humanities (Minneapolis, January 14-16, 1968).

Minnesota Univ., Minneapolis.

Pub Date Mar 68

Note-44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors-Conferences, Educational Objectives, *Humanities Instruction, *Junior Colleges, *Liberal Arts

Identifiers-Minnesota

This conference, on the importance of the humanities in a society that is becoming more urban, youthful, and leisured, noted that humane ideals must not be lost in the quest for technical expertise. Junior colleges, relatively free from academic tradition, can respond to this expectation. The objectives of this conference were (1) to foster an esprit de corps among the teachers, (2) to encourage an exchange of ideas on junior college functions, (3) to coordinate attacks on common problems, (4) to direct university resources to these needs, and (5) to set a precedent for future and continuing discussion, especially on curriculum and instruction. The opening address for the conference was on the ideals, myths, and realities of the junior college mission. Six groups discussed the following: (1) faculty attitudes to liberal arts education, (2) the ideal junior college and its aims, (3) junior college as an institution and its relationship to other institutions of higher education, (4) the role the teacher plays or should play in educating the heterogeneous student body, (5) the uniqueness of the junior college and its problems, and (6) a summary of the questions, problems, and recommendations, with suggestions for further study, as revealed by these discussion groups. Recommended was the establishment of (1) a way to evaluate the junior college and its individual disciplines and (2) intercollegiate programs that would use resources more effectively. (HH)

ED 023 371

JC 680 366

Selected Papers from Northern Illinois University Community College Conferences, 1967-1968.

Northern Illinois Univ., De Kalb. Community Coll. Services.

Pub Date Aug 68

Note-151p.

EDRS Price MF-\$0.75 HC-\$7.65

Descriptors-Board Administrator Relationship, Conferences, *Foundation Programs, Governing Boards, *Junior Colleges, *Library Services, Presidents, *Speech Instruction, *Work Study Programs

Identifiers-*Illinois

The first seven papers of this conference deal with the junior college foundation, its value, functions, organization, and examples of by-laws. Two papers discuss the scope and development of a speech course. Five papers examine the requirements of the library as a multi-media center, housing not only books but also films, records, tapes, etc. and point out that the library must make allowance for increased automation of its services. These papers redefine both the library's and librarian's functions and cover the planning, philosophically and architecturally, of a learning center, faculty attitudes and involvement, and the ideal and efficient use of a resource center. Two papers discuss the college board; one tells how to achieve a good relationship between the board and the president; the other describes in detail the structure of a junior college board in Illinois. Another speech gives an example of how to organize work-study programs in cooperation with industry, and still another looks at the president in the roles of consultant and delegator. The final paper addresses the conference on the community college mission in a time of special revolution. (HH)

ED 023 372

JC 680 369

Report of the Minnesota Inter-Institutional Television Feasibility Study.

Minnesota Univ., Minneapolis. Inter-Institutional Television.

Pub Date Jan 67

Note-200p.

EDRS Price MF-\$1.00 HC-\$10.10

Descriptors-Higher Education, *Instructional Aids, *Junior Colleges, *Television Instruction, Television

Identifiers-*Minnesota

In 1965, the Minnesota legislature called for a feasibility study of inter-institutional educational television in higher education. Recommendations resulting from the study, with approval of the Statewide Advisory Committee, were: (1) empower the Liaison and Facilities Commission to manage the project and its funds; (2) provide each 4-year institution with a Wide Area Telephone Service (WATS) line and let each junior college share a WATS line with one other institution; (3) establish nine regional production centers; (4) establish two model interconnections; (5) provide funds for programming such material for both broadcast and CCTV; (6) maintain ongoing evaluation of the program; (7) develop material in accordance with the policies of the participating institutions; (8) compensate faculty according to current salary and rank practices; (9) develop courses to prepare teachers in the use and preparation of TV instructional materials; (10) encourage private colleges to take part in the program; (11) support the Minnesota Educational TV Network in the development of a statewide capability; (12) develop a coordinated Minnesota library and data network; (13) establish specifications for compatibility of facilities and equipment; (14) encourage the Liaison and Facilities Commission to use the inter-institutional television development as a basis for further instructional cooperation. A table summarizes the expected costs of implementing these recommendations. (HH)

ED 023 373

JC 680 370

Eaton, John Mead

A Study of Orientation of New Faculty Members in Michigan Community Colleges.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date 64

Note-116p.

Available from-University Microfilms, Inc., P.O. Box 1346, Ann Arbor, Michigan 48106 (Order No. 65-1733, MF \$2.75, Xerography \$5.60).

Document Not Available from EDRS.

Descriptors-*College Faculty, Faculty, Instructional Staff, *Junior Colleges, *Manuals, *Teacher Orientation

Identifiers-*Michigan

This study was made to (1) determine how Michigan junior colleges orient new faculty members, (2) obtain evaluation of the procedures from second-year faculty members, and (3) suggest improvements. Data were collected from administrators and new faculty by questionnaire and interview. Orientation practices found most significant and also most in need of emphasis were (1) faculty handbook, (2) group meetings for new faculty during the year, (3) an open-door policy to the administration, and (4) a pre-contract visit to the campus. In-service programs were important for (1) understanding the junior college philosophy, (2) learning student personnel services, (3) helping new faculty learn more about their students, (4) informing faculty about the legal obligations of counseling duties, (5) informing them about their own legal rights, and (6) easing communication in the classroom and among fellow teachers. Other reactions to the questions showed that new faculty (1) acquired knowledge of their duties from many sources, official or otherwise, (2) found fellow faculty members most helpful, (3) wanted adequate faculty handbooks, and (4) wanted more information on the objectives of the college. Further study is suggested on (1) what makes an adequate faculty handbook, (2) the self-concept of new faculty members, (3) how best to relate student personnel services to new faculty, and (4) faculty members' understanding of student characteristics. (HH)

ED 023 374

JC 680 372

Wood, Samuel E.

Relationship of Certain Nonintellective Factors to Persistence.

Pub Date [68]
Note-21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors-*Disqualification, *Dropouts, Intellectual Development, *Junior Colleges, *Persistence, Prediction, Statistical Surveys, Withdrawal

Identifiers-*Missouri, Stout State University

To determine if certain non-intellectual factors affected educational persistence, three null-hypotheses were tested for both sexes, namely, that there is no significant difference between (1) those who persist (P) and those who withdraw (W), (2) those who persist (P) and those who are dismissed (D), and (3) those who withdraw (W) and those who are dismissed (D). The sample was taken from 952 entering freshmen and consisted of the 867 who had completed the Student Profile Section of the American College Testing Battery. In the 867 tested, there were 440 P's, 241 W's, and 186 D's. The P's indicated that they planned to join science clubs and take part in projects, that they liked the special curriculum of the University and its progressive outlook, that they were attracted by its fraternities, sororities, and good athletic program; they were also less likely to be engaged or dating seriously. The W's tended to choose careers unrelated to the University's available majors and showed considerable interest in music, debating, acting, and other intramural activities. The D's planned to engage in more athletic programs and other intramurals and were more likely to be engaged or dating seriously. At present these non-intellective factors can be used in only a limited way to assist in prediction, but the student personnel staff should be aware of them and conduct further investigation. (HH)

ED 023 375

JC 680 373

Shoulders, Betty

Junior College: An Attraction to Women.

Pub Date [68]

Note-20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors-*Adult Education, *Junior Colleges, *Motivation, *Part Time Students, Questionnaires, *Womens Education

Identifiers-*Missouri

Since, with changing marriage and career patterns, women have been re-examining their educational possibilities, this study considered: (1) whether women in small towns had motives different from those in large cities, (2) if motives differed with age, (3) how levels of aspiration differed, and (4) how vocational plans varied according to occupational choice and full- or part-time employment. Questionnaires were sent to selected women over 22 years old at two small-town and two metropolitan colleges. The replies showed: (1) motives were the same in large or small towns, (2) motives did differ according to age, (3) most women aspired to a bachelor's degree, (4) of the small-town women, 64% wanted to teach, while only 19% of the metropolitan women were interested in teaching, 19% in business or secretarial courses, and the rest in miscellaneous fields, and (5) 64% from small towns and 75% from larger cities planned on full-time employment. The study includes comments by the respondents on their difficulties in resuming their education, their perceptions of the junior college, and their personal feelings. Further research is recommended on (1) orientation of part-time students, (2) a flexible attendance program, (3) flexible scheduling for part-time students, (4) better counseling for part-time students, (5) financial aid for part-time students, and (6) experimental methods and materials for adult students. (HH)

ED 023 376

JC 680 374

Malin, Thomas E.

Personality Types of Student Leaders in a State University and a Junior College.

Note-7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors-*Junior Colleges, Leadership Qualities, *Personality Tests, *Student Characteristics, *Student Leadership, Testing, *Universities

Identifiers-*Vocational Preference Inventory Test

This study undertook to determine (1) the dominant personality types of students participating in student activities, (2) the personality dif-

ferences between student leaders at a state university and at a junior college, and (3) the personality differences between male and female student leaders. Twenty-eight student leaders from Flint Community Junior College and 41 from the University of Missouri were given the Vocational Preference Inventory test, of which only the following 14-item scales were used: realistic, intellectual, social, artistic, conventional, and enterprising. The social type was dominant (39%), the artistic type was second (28%), and the enterprising was third (17%) for both institutions. The university student leaders scored higher than the junior college leaders on the enterprising scale. The dominant type for the male student leaders was the enterprising (33%), while for the females it was the social (45%). The personality type of student leader can provide a clue to the style of leadership he will follow in administering or supervising his particular organization. The selection of students for leadership positions could be based on a successful pairing of their personality types with the demands of specific organizations. (HH)

ED 023 377

JC 680 375

Schmidt, Mildred S.

Factors Which Have Led to or Deterred the Establishment of Associate Degree Programs in Nursing in Community Junior Colleges.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date 65

Note-277p.

Available from-University Microfilms, Inc., P.O. Box 1346, Ann Arbor, Michigan 48106 (Order No. 65-14-988, MF \$3.55, Xerography \$12.40).

Document Not Available from EDRS.

Descriptors-*Associate Degrees, Doctoral Theses, *Health Occupations, *Junior Colleges, *Medical Services, Occupations, Subprofessionals, Technical Occupations

This study sought to determine which factors helped or hindered the establishment of associate degree programs in nursing. Data were collected by a series of questionnaires from colleges that had rejected, were considering, or had established a nursing program. Most were accredited, were publicly controlled, had an enrollment above 500, and offered other terminal programs. Since the size of the full-time enrollment was found to be crucial, colleges with less than 500 students should rarely consider the program. Factors that most hindered its establishment were (1) financing of expensive facilities, (2) scarcity and cost of qualified staff, (3) need for a planning period, (4) inadequate local hospital facilities to provide clinical experience, (5) lack of interest by nursing profession, (6) resistance by a state board of nursing, and (7) proximity of another college offering the course. Factors that helped were (1) the statement of guiding principles issued jointly by the National League of Nursing and the AAJC, (2) availability of foundation or federal funds, (3) ingenious use of existing funds and facilities, (4) community support, (5) time for and diligence in planning, (6) interest of local hospitals (as laboratories and employers), and (7) assistance from state board of nursing. Most important were the determination of the administrators, their ingenuity in balancing of the helping and hindering factors, and their wish to help ameliorate the nationwide shortage of nurses. (HH)

ED 023 378

JC 680 376

Lembke, Robert T.

The Two-Year College Drop-In Student: A New Perspective.

Note-16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors-*Dropouts, *Junior Colleges, Questionnaires, *State Colleges, *Student Attitudes, *Transfer Students

This study examined the "drop-in": the student who has dropped out of a 4-year college and enrolled in a 2-year college. It proposed to primarily (1) identify his expectations, (2) discover his goals, and (3) determine his perception of the two institutions, and secondarily to find out why he (1) dropped out of the 4-year college and (2) selected a particular 2-year college. A 6-item questionnaire was sent to 72 drop-ins at two junior colleges; 54 usable replies were received. It asked (1) why he left the 4-year college, (2) why he selected the particular junior college, (3) what

he expected to accomplish, (4) what were his plans after college, (5) how he compared his experience in both colleges, and (6) if he had it to do over, would he go to the 2-year college first. To question one, most replied dismissal or suspension, lack of funds, or lack of goal; to two, most said low cost, location, or influence of parents or friends; for three, most listed readmission to a 4-year college, improvement of grades, or personal satisfaction; to four, most said they planned to transfer to a different 4-year college, return to the one they had left, or take full-time work; to five, students rated the 2-year college high in quality of instruction, student-faculty relationships, individual attention, and counseling services, but low in "collegiate" atmosphere and in social, cultural, and recreational activities; and to six, well over half said they would attend the junior college first. (HH)

ED 023 379

JC 680 377

Kruger, Norma J.

Examination of Two Methods of Test Interpretation in Counseling Community College Students.

Pub Date [68]

Note-11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors-Counseling Effectiveness, *Counseling Theories, *Counselor Role, *Group Counseling, Guidance Counseling, *Junior Colleges, *Student Interests, Vocational Counseling

To assist students with formulating goals commensurate with their interests and abilities, a study incorporating planned testing and group counseling was conducted at a community college in the West. From the 325 students who were identified as deficient in basic skills as evidenced by previous college and high school records, GPA, and college placement scores, 120 were selected at random for the study. Divided into groups of 40 each, the students were assigned to one of three conditions of counseling and testing: (1) non-reinforcement counseling (Group A), in which the counselor assumed a laissez faire role, (2) reinforcement (Group B), in which the counselor verbally reinforced student responses, and (3) control group (Group C) which took the pretest and posttest. Students in groups A and B were encouraged to interact verbally with respect to their test profiles. Each student, using the Ryan Personal Inventory test, rated himself on a 5-point scale. The values were chi-squared for ten interest areas: social service, outdoor, mechanical, clerical, computational, persuasive, scientific, artistic, literary, and musical. No significant change was detected in certain student interests at P .05 level. It was concluded that the study of integrated group counseling and testing produced no significant changes in student interests. (DG)

ED 023 380

JC 680 378

Killen, Donald F.

Achievement of Transfer Students from Two Year and Four Year Institutions to the State University.

Pub Date [68]

Note-13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors-Academic Achievement, Comparative Testing, Higher Education, *Junior Colleges, *Private Schools, State Colleges, *State Universities, *Transfer Students

Identifiers-*Missouri

Earlier studies have compared the success of transfers and natives at graduation, but this investigator felt that a first-term grade point average would reveal more about the stress of adjustment to a new academic environment. He therefore compared the achievement, after one semester, of transfer students from the junior college, the state college, and the private 4-year liberal arts college to the state university, without regard to the achievement of native students. A random sample was drawn of 50 students from each source. If significant differences were found, they would have implications for curriculum planning and instruction at the sending institution. The university Admissions Office supplied the GPA at the end of each subject's first term. (These were not all for the same term, as the students began at different times.) Separate computations were made to test the significant differences, if any, in comparisons of (1) private with state college transfers, (2) private with junior college transfers, and (3) state college with junior college transfers. Although results showed that there were no statistically significant dif-

ferences in success of transfers from the three types of institution at the end of their first semester, they did suggest that the junior college transfers are closer to academic difficulty than the other two groups and that the state college transfer students make a slightly better adjustment to the new academic pressure than the others. (HH)

ED 023 381 JC 680 380

Hartman, Neal E.

Correlates of Educational Outcome for Junior College Remedial Students.

Pub Date [68]

Note-18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors-*Academic Achievement, *Academic Probation, *Junior Colleges, *Low Ability Students, *Remedial Programs
Identifiers-*Missouri

To differentiate certain characteristics of unsuccessful, marginally successful, or successful students in a junior college remedial program, the author made a random selection of 219 males and 120 females (from the 790 enrolled in a 1.5 probation program) according to the independent variables of high school rank (HSR), SCAT-Total score, class load, age, attendance, and sex. The hypotheses—that there are no differences between dismissed, retained, or good standing probationary students on these six variables—were rejected at the .05 level or less: (1) HSR—for total group, but not for males or females; (2) SCAT-T—for males, females, and total grouping; (3) class load—for females only, not for males or total; (4) age—for all three groupings; (5) attendance—for all groupings; and (6) sex—for males and females, but not for total. The successful (good standing) probationary student is about a year older than his or her classmates, attends class regularly, and has an HSR in at least the 22nd percentile. Females will have a SCAT-T score of 54 and limit their class load to nine hours. Males will have a SCAT-T score of 57 and will take only enough classes to exempt them from the draft. The remedial program is relatively ineffective for the younger students, especially males, just out of high school, with an HSR in the lowest 20%. Also, males with a SCAT-T raw score at or below 52 and females with a score at or below 46 have little chance of success. (HH)

ED 023 382 JC 680 381

Pratt, George L.B.

Flexibility of Personality as it Relates to the Hiring and Retention of Public Community College Faculty in New York State.

New York Univ., N.Y. School of Education.

Pub Date 66

Note-123p.

Available from—University Microfilms, Inc., P.O. Box 1346, Ann Arbor, Michigan 48106 (Order No. 67-4906, MF \$3.00, Xerography \$6.00).

Document Not Available from EDRS.

Descriptors—Chief Administrators, *College Faculty, Doctoral Theses, *Faculty Recruitment, *Junior Colleges, *Personality, Personnel Selection, *Presidents, Recruitment, Teacher Characteristics
Identifiers—*New York

This study describes the relationship between the flexibility of personality of the junior college president and the flexibility (or lack of it) in the faculty he hires, and also the relationship between turnover and the variable of this quality in the president and faculty members. As part of the study involved faculty turnover for three years, only those presidents who had hired for the preceding three academic years could be used. Twenty such were found and agreed to take part. The variable used was scores from the California F Scale for 16 presidents and 395 faculty members. The first part of the problem was solved by ranking the presidents on the F Scale from highest to lowest, by ranking the high, low, median, mean, and range of scores for the faculty from highest to lowest, and computing the Spearman rho. No significant relationship was found between the presidents' authoritarianism and the overall authoritarianism of the faculty, but an inverse relationship was found between the personalities of the presidents and the range of authoritarianism represented on their faculty. The second part of the problem compared the rankings of presidents' scores with mean scores of faculty in their first and third years. A negative

difference was found, significant at the .01 level. It appears that presidents tend to hire those who, as a group, are like themselves in authoritative personality, but to retain those who, as a group, are different in their degree of authoritarianism. (HH)

ED 023 383 JC 680 382

Hartman, Eugene L.

A COMPARISON OF SELECTED TRANSFER STUDENTS WITH A MATCHED POPULATION OF NATIVE STUDENTS.

Pub Date [68]

Note-15p.

EDRS Price MF-\$0.25 HC-\$0.68

Descriptors—Comparative Analysis, Grade Point Average, *Junior Colleges, *Private Schools, *Rural Education, *Transfer Students, *Urban Education

Identifiers—*Missouri

At the end of their junior year, in three colleges of the University of Missouri, junior college transfers were compared with native students, using as criteria (1) size of high school graduating class, (2) high school rank, (3) sex, (4) age at college entrance, and (5) the college of the University chosen for the junior year. The colleges were (1) Arts and Science, (2) Education, and (3) Business and Public Administration. The transfers came from two large urban junior colleges, two small rural colleges, one church-affiliated and one non-sectarian private college. It was hypothesized that there was no significant difference in grade point average between transfers and natives when paired individually by the five criteria or by the sending institution. Findings included (1) a significant difference in GAP in the College of Education for both semesters and in Arts and Science for the first semester, but in Business and Public Administration for neither semester, (2) the GPA of the rural transfers equalled that of the natives, (3) those from private colleges had lower GPA's for both semesters, and (4) those from urban colleges had lower GPA's for the first semester but equalled the natives in the second term. Private school transfers had more difficulty than those from rural or urban colleges. The cause of this transition problem appears to deserve study. Rural students had no transition problem; urban students adjusted after one semester. (HH)

ED 023 384 JC 680 383

Fulco, Jean

Junior College Transfer Students' Needs and Evaluation of Student Personnel Services.

Pub Date [68]

Note-15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Junior Colleges, Questionnaires, *State Universities, *Student Personnel Services, *Transfer Students

Identifiers—*Missouri

Junior college transfer students enrolled at the University of Missouri in the fall of 1967 and also at the time of the study (1968) were asked to express their perceived needs in eight areas of student personnel services and to rate the adequacy of the University in meeting these needs. A random sample of 45 men and 45 women from the University residence halls answered a 40-item questionnaire on (1) admissions and orientation, (2) counseling, (3) curriculum and referral, (4) financial aid and employment, (5) housing and food service, (6) health service, (7) student activities, and (8) discipline and conduct. Both men and women wanted the most help with admissions and orientation, and the least with counseling. The men's and women's needs differed for admissions and orientation, student activities, and discipline and conduct. Most students rated the services as adequate, although some were uncertain about the availability of such services as information on student discipline and conduct. In general, the study showed that faculty advisors were unsatisfactory, students were unaware of certain services, and the orientation programs were unsatisfactory insofar as the transfers and freshmen were grouped together. (HH)

ED 023 385 JC 680 384

Farley, Wayne S.

Some Factors Affecting Academic Success of Economically Disadvantaged Junior College Transfer Students.

Pub Date [68]

Note-12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—*Disadvantaged Youth, *Economic Disadvantage, Financial Support, *Grade Point Average, *Junior Colleges, *Predictive Validity, Tuition Grants

Identifiers—*Missouri

This study sought to check the value of the junior college GPA and other possible factors in predicting success for the disadvantaged at Missouri University. The investigation was confined to 53 of the 61 students who had received an Economic Opportunity grant or help from the Work-Study program. As these aids were not available before 1965, the students were those in the fall 1965, all three 1966, and winter 1967 terms. Data for the study came from the University Admissions Office, the Financial Aids Office, and the Records Department. Junior College GPA's and high school rank were correlated with first- and second semester university grades and the cumulative GPA at the end of the second semester. No significant difference was found between junior college grades and high school rank as predictor of success after transfer. It was also noted that (1) these students had a high degree of persistence, (2) the expected first-semester drop in GPA was partly recovered in the second SEMESTER, (3) the recovered GPA was not as high as the junior college GPA, (4) the 30% from the large city colleges had a lower GPA than those from other colleges, (5) those from small high school graduating classes did better than those from large ones, and (6) those who transferred the most credit hours did better than those who transferred fewer. As the small number of students receiving aid made the predictive values uncertain, further study should be done after more of them become available for investigation. (HH)

ED 023 386 JC 680 386

Butler, Robert R.

Differences in Need-Press Variables as Perceived by University and Junior College Students.

Pub Date [68]

Note-11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*College Environment, Environmental Research, *Junior Colleges, *Personality Tests, *Student Attitudes, *Universities

Identifiers—*Missouri

This study was made to see if junior college students' needs or perceptions of environment differed from those of university students. From high school graduates within a certain district, a random sample of underclassmen was taken, half at the junior college and half at the university. Stern's Activities Index and Stern and Pace's College Characteristics Index were used to assess needs and perceived environmental press of the two groups in the sample. The hypotheses tested were that there was no significant difference. The junior college academic climate was seen as providing less encouragement for leadership and self-assurance, and less exposure to diversity of experience, such as faculty, public discussion, and innovation. On the non-academic scale, the university was considered more collegiate than the junior college because of its extra-curricular activities, group spirit, and the like. Both groups had generally comparable personalities. The junior college man, however, was more objective toward life and preferred less self-indulgent experiences, while, conversely, the university student preferred sensory self-gratification and involvement in the typically collegiate atmosphere. The results of the study suggested increased student personnel services at the junior college to provide more chance for personal and social development. Although vocational aspirations require quite different academic preparation, the personality needs of the two groups require a similar social background. (HH)

ED 023 387 JC 680 388

Baron, Anthony R.

Non-Intellectual Variables Related to Successful and Unsuccessful Students in a Junior College.

Pub Date [68]

Note-11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—*Academic Achievement, *Demography, *Females, *Junior Colleges, *Work Study Programs

Identifiers—*Missouri

This investigation sought to determine which, if any, of 14 demographic variables affected junior college success. (A GPA of 2.0 was considered successful academic achievement.) The responses

of 135 full-time day students were analyzed using Chi-square. The students were all of those enrolled in electronics technology and nursing and a random selection from the transfer program. The variables were (1) residency (in or out of the college district), (2) age, (3) sex, (4) size of high school graduating class, (5) type of high school, (6) curriculum followed in high school, (7) marital status, (8) housing arrangements (on or off campus, with parents, or alone), (9) automobile ownership, (10) level of aspiration, (11) financial need, (12) vocational role, (13) extracurricular plans, and (14) work plans. The results showed that only two of these factors significantly differentiated between successful and unsuccessful students. The chances of success were greater if the student were female and/or were planning to work part time. Further investigation of specific non-intellectual variables and their influence on academic success is recommended to increase our knowledge of student behavior. (HH)

ED 023 388 JC 680 389

Andrews, Hans A.
Evaluating the First Semester Success of Junior College Transfers to the University of Missouri.

Pub Date [68]

Note-22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors-*Admission Criteria, *Evaluation, *Grade Point Average, *Junior Colleges, *Transfer Students

Identifiers-*Missouri

If the transfer student is to benefit from better articulation between 2- and 4-year institutions, factors affecting his success must be evaluated. When an admission policy is altered at the freshman level, it soon affects the transfer and his chance of success must be re-evaluated. Adequate counseling by the senior colleges should prevent a student from being admitted to an institution where he has little chance of success. This prospect of failure might be due to exacting upper-division requirements or to unsuitable preparation at certain junior colleges. To evaluate first-semester success of transfers from four different colleges, to see if there is a significant difference between GPA's earned at the different colleges and in the first semester after transfer, and to see if the 2.00 GPA requirement is realistic for transfers, three null hypotheses were tested: that there is no significant difference in (1) GPA in junior college and in first semester after transfer, (2) GPA's earned at the four different colleges, and (3) mean GPA drop in first semester among transfers from the four colleges. "T" values were computed for the various correlations. Hypotheses one and three were rejected; hypothesis two was accepted. From the findings, it seems likely that the required 2.00 average may not be realistically high enough for transfers from certain Missouri junior colleges and that there is a possible need for diversity in admissions policies for transfers from certain colleges. (HH)

ED 023 389 JC 680 390

Aiken, James
A Comparison of Junior College Withdrawals.

Pub Date [68]

Note-15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors-*Dropouts, *Junior Colleges, *Persistence, *Student Characteristics, *Withdrawal

Identifiers-*Missouri

This report investigated whether withdrawals and continuers differed significantly (1) in occupational and educational status of parents, stated goals, and over-all GPA, or (2) on the basis of personal college experiences. A 2-part questionnaire, sent to 150 randomly selected entering freshmen, produced a return of 60%: 46 dropouts and 44 continuers. In the first part, they listed age, present occupation, parents' occupation, job goals, future plans, and marital status. (GPA's were obtained from the registrar.) In section two, on a 5-point scale, they rated 40 items related to college experiences. No significant demographic differences were noted that would help to predict withdrawal. Other findings included: (1) dropouts tended to be older, more were married, and more planned to continue working, while the continuers wanted only to complete their education; (2) there was a significant difference in the GPA's of the two groups, even though the literature reports that they have the same academic

ability; (3) the groups were alike in vocational goals and in parents' education and work status; (4) about the same number were undecided on their future; (5) both groups held generally favorable feelings about teachers and counselors; and (6) the usual reasons for attrition (illness, financial need, marriage, lack of interest, etc.) did not emerge in this report. The author hopes that future studies will help the college to differentiate between those who merely need time off from college and those whose needs are not being met. (HH)

ED 023 390 JC 680 391

Abbas, Robert D.
Interpersonal Values of the Junior College and University Student.

Pub Date [68]

Note-11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors-*Attitude Tests, *Junior Colleges, *Personality Tests, *Personal Values, *Social Values, *Student Characteristics, Testing, Values

Identifiers-*Missouri

To determine the interpersonal values of college and university students, three hypotheses were tested to see if there was a significant difference among the values of (1) junior college students in a terminal course, (2) those in a transfer course, and (3) university students. The sample comprised 93 Missouri University freshmen, 116 junior college transfer students, and 40 terminal or vocational students. Gordon's Survey of Interpersonal Values was used to measure six qualities: support, conformity, recognition, independence, benevolence, and leadership. On the value of conformity, a significant difference was found between the university students and each of the two samples of college students; on the leadership scale, the university students scored higher than the transfer students. There were no significant differences in the other correlations. It seemed possible that the junior college students scored higher on conformity because they were more likely to live at home, whereas a university atmosphere usually fosters non-conformity. The lower academic ability of many junior college students also tends to favor conformity. This knowledge should permit administrators a better choice in the extra-curricular activities they encourage. These results also suggested a definite need for leadership training programs at the junior college. Such programs may also be needed at the university, for the fact that the students value leadership highly does not necessarily mean that they have an opportunity to exercise it. (HH)

ED 023 391 JC 680 392

Jones, Milton O.

The Development of Multi-Unit Junior Colleges.

Pub Date May 68

Note-72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors-*Administration, *Educational Planning, *Junior Colleges, *Master Plans, *Multicampus Districts, Organization, Planning, State Programs

This paper surveys the trend in junior college organization toward the multi-unit system. It has evolved to meet the needs of both crowded metropolitan areas, where many physical facilities are required, and of extended rural districts, whose small population and tax support require consolidation of administration. Depending on whether authority and supportive services are centralized or decentralized, several forms of operation have developed: (1) a 1-college, branch-centers model, (2) a 1-college, multi-campus model, (3) a multi-campus district model, and (4) a multi-college, district model. A paradigm showing the relationship between these models reveals a continuum of development from centralized to decentralized authority. There is also a positive correlation between the age of the system and the degree of autonomy in its units. There are overlapping elements in all four models, of course, and systems under university control show still another variation. Problems unique to the multi-unit system are that administrative organization differs from that for a single institution, accreditation must be determined for the whole or for each unit, master planning for physical facilities, faculty, financing, and everyday communication and coordination are all more complex, and the location and extent of

educational services must be foreseen with considerable certainty. The writer warns that the multi-unit system can bring either economy and efficiency or chaos and confusion. (HH)

ED 023 392 JC 680 393

Good, Wallace E. And Others

Faculty Profile: Kansas Community Junior Colleges.

Pub Date [68]

Note-17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors-*Graduate Study, *Inservice Education, *Junior Colleges, *Professional Education, *Teacher Education, Teacher Qualifications

Identifiers-*Missouri

In 1967, junior college and Kansas State Teachers College personnel studied the preparation of the state's junior college teachers. To design a graduate program, they analyzed the instructors by the education they had or needed. The data came from 450 teachers at 14 of the 16 Kansas junior colleges. Among the findings were: (1) 88% came from elementary or secondary schools, (2) many had limited teaching experience or recently-earned graduate qualifications, (3) most were well qualified in their teaching field, (4) many had had undergraduate education courses, (5) only a third had had a course specifically on the 2-year college, and (6) many held graduate degrees and others had done work beyond the master's. Groups expected in the program were secondary and elementary teachers, those with graduate degrees but little or no teaching experience or professional course work, and faculty members who, regardless of degree, wished to raise their professional qualifications. Most study in the program should be in the candidate's teaching field, with some education courses to supply background and technique. Field experience should replace the usual student teaching programs. Proposals for the program were: (1) 23 hours of course and thesis work in a major; (2) a seminar conducted by graduate faculty members on student characteristics, teaching methods, curriculum, and current issues in higher education; (3) internship to provide junior college teaching experience; and (4) a special course on the junior college. (HH)

ED 023 393 JC 680 394

Fullerton, Henry Mac

The Development of a Proposed Model for Locating and Establishing Comprehensive Public Community-Junior Colleges in the United States.

New Mexico State Univ., Las Cruces.

Pub Date May 68

Note-153p.

Available from-University Microfilms, Inc., P.O.

Box 1346, Ann Arbor, Michigan 48106.

Document Not Available from EDRS.

Descriptors-*College Planning, Data Processing, *Decision Making, Doctoral Theses, Information Systems, *Junior Colleges, Mathematical Models, *Models, Questionnaires, *Simulation, Systems Analysis

This study sought to develop a predictive model for use by educational decision makers in establishing junior colleges, as more needs and costs become known and more precise bases for judgment are needed. Decision-making models were considered suitable for this study. Correspondence with officials produced a valid list of criteria and identified trends in college establishment. Questionnaires sent to the administrators of 113 selected colleges brought the 48 responses used in this study. The 73 criteria they identified were reduced to 21 by factor analysis. A form, sent to officials in certain states, rated their colleges on 27 facets of operation. A score was calculated for classifying the success of the school. A discriminant analysis procedure provided a way to determine (1) the accuracy of classification, (2) the contribution of each criterion to the classification, and (3) the structure of the model. This model was shown as a chart, a worksheet that anyone could use. The trend in establishment criteria was toward more long-range state planning, with allowance for local needs. As demands increase, planners need more precise ways of acquiring data for their decisions. No precise formula of establishment or of determining the quantitative effect of any criterion was revealed. Education managers have not used current management information systems. The criteria that best predict institutional success were identified; this showed the feasibility of using

refined quantitative approaches to solve other educational problems. (HH)

ED 023 394 JC 680 396

Extending Campus Resources.

American Association of Junior Colleges,
Washington, D.C.

Pub Date 68

Note-26p.

Available from-American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.75).

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors-*Health Occupations Education, *Junior Colleges, *Laboratory Technology, Sub-professionals, *Technical Education, Training Laboratories, *Vocational Education

In selecting clinical facilities for health technology programs, many points must be considered, since competence in this field cannot be achieved without clinical experience. This guide describes (1) the important differences between clinical practice and work-study programs, (2) the selection of off-campus facilities, predicated on a thorough analysis of the program's needs versus the feasibility of on-campus simulation of a service environment, (3) the establishment of rapport between clinic and college personnel, with agreement on the goals of the program, (4) the number and kind of clinical facilities needed for the different courses, (5) the need for keeping up with the rapid changes in the field, (6) an outline of responsibilities for instruction, supervision, and evaluation, and (7) contractual agreements to clarify the shared and separate roles and responsibilities of clinic and college personnel. The guide comments on professional standards (both existing and required) and lists possible laboratory extension resources, such as hospitals, clinics, health centers, nursery schools, nurseries, physicians' and dentists' offices, rehabilitation centers, long-term care agencies, sanitation departments, biological laboratories, and ambulance services. Minimum requirements for all programs are locker space, dressing rooms, work and conference space for instructors, library and reference materials, and eating facilities. The guide also lists available printed materials for use in planning these programs. (HH)

ED 023 395 JC 680 398

Taschow, Horst Gerard

A Comparative Study of a Corrective Reading Program and its Effects on Two Freshmen Reading Groups at Central Oregon Community College.

Oregon State Univ., Corvallis.

Pub Date Jun 68

Note-147p.

Available from-University Microfilms, Inc., P.O. Box 1346, Ann Arbor, Michigan 48106.

Document Not Available from EDRS.

Descriptors-Comparative Testing, Doctoral Theses, *Junior Colleges, *Reading Instruction, *Remedial Reading

Identifiers-*Oregon

This study compared intensive and less intensive corrective reading instruction at the community college level. Group I students received 50 periods of instruction in ten weeks; Group II received theirs in 20 weeks. At the end of instruction, ten additional weeks were given to see if the skills were maintained. The hypothesis that there would be no differences in the total reading performance between the two groups was tested in 70 students, 35 in each group. The findings were: (1) mean differences and the associated *t* values showed no significant difference at the .05 level of confidence; (2) time, the single differentiating factor in the instruction, did not have a significant influence, although Group II did perform better on the delayed post-test; (3) the instruction made a difference at the .001 level of confidence in reading performance between pre-tests and immediate and delayed post-tests for both groups; and (4) between immediate and delayed post-test scores, Group I showed a significant difference at the .01 level in total reading and at the .05 level in vocabulary; Group II, at the .001 level in vocabulary and total reading and at the .01 level in comprehension. Reading improvement apparently results from teacher and student effort, rather than from the degree of intensity of instruction. It is concluded therefore that, since there is little difference in the results for the two groups, the intensive instruction is preferable, for it enables more students to take the corrective reading courses. (HH)

ED 023 396 JC 680 401

Factors That Affect Performance in Accounting Classes.

San Mateo Coll., Calif.

Report No-CSM-RR-1968-5

Pub Date 68

Note-27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors-*Accounting, *Bookkeeping, *Business Subjects, *Comparative Analysis, *Junior Colleges, Sequential Learning

Identifiers-*California

This study determined (1) effect of high school bookkeeping on college accounting performance, (2) relationship of performance to potential measured by SCAT, (3) influence of first on subsequent study. For number one, five factors were studied: (1) whether bookkeeping was taken in high school, (2) at which high school, (3) how many courses, (4) grades made, (5) time between bookkeeping and accounting. For number two, the student's SCAT scores were determined. For number three, four factors were studied: (1) grade distributions in accounting courses, (2) variation in grading by different teachers, (3) student's consistency of performance in sequential classes. The conclusions were: (1) the high school attended bore scant relation to college accounting success, (2) of those with or without bookkeeping in high school, the same proportion took accounting, (3) the amount of bookkeeping taken did not affect college course selection, (4) higher ability students were more likely to wait for college accounting, (5) accounting grades were the same for those with or without bookkeeping, (6) as the number of bookkeeping courses increased, the number of college accounting withdrawals decreased, (7) bookkeeping grades were related to grades in introductory accounting, but not in advanced accounting, (8) SCAT scores predicted performance inadequately, (9) best indicator of success in an accounting class was success in a previous accounting class, (10) those who enrolled directly in a second class did better than those who waited a semester or two. (HH)

ED 023 397 JC 680 402

The Rock Valley College Career Advancement Program.

Rock Valley Coll., Rockford, Ill.

Pub Date 68

Note-23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors-Careers, *Industrial Training, *Junior Colleges, Occupations, Subprofessionals, *Technical Education, *Trade and Industrial Education, Vocational Education, *Work Study Programs

Identifiers-*Illinois

The Career Advancement Program (CAP) is a joint effort by a 2-year college and industrial firms in its district to expand educational opportunities, to match college programs to local needs, and to help industry meet its present and future technical manpower needs. CAP has worked to attract students, full- or part-time, to technical training. Mechanical Technology and Electronics Advisory Committees set up a work-study program, with industry taking the lead in recruitment and in-plant training. Students are told of the program through the news media and by visits of both college and industry personnel to the high schools. So far, 36 companies have participated, with requests for 186 student-employees; 76 students enrolled in the first CAP group. This paper lists the program's advantages; career advancement, income while studying, continued education, community enthusiasm, etc. It also points out four main problems and their solutions: (1) the need for good communication between college and company is solved by dealing with a single liaison man at each firm; (2) if a student seeks an unsuitable job, the company puts him in touch with the college for redirection to suitable work or to CAP; (3) high school students are often deficient in mathematics; CAP therefore has its own special counselor; (4) coordination of class and in-plant training schedules is complex, but it can be accomplished by cooperation between company and college personnel. Guidelines and other details of the program are appended. (HH)

ED 023 398

Jordan, Thomas Earl

JC 680 403

An Exploration of the Relationships among Size, Cost, and Selected Educational Opportunities in Certain Texas Public Junior Colleges.

Houston Univ., Tex. Coll. of Education.

Pub Date Jun 65

Note-205p.

Available from-University Microfilms, Inc., P.O. Box 1346, Ann Arbor, Michigan 48106 (Order No. 65-9905, MF \$3.00, Xerography \$9.25).

Document Not Available from EDRS.

Descriptors-*Average Daily Enrollment, Costs, Doctoral Theses, Educational Programs, Expenditures, *Junior Colleges, Operating Expenses, *Program Costs, Questionnaires, *Statistical Studies, *Student Costs, Student Enrollment

Identifiers-*Texas

For 31 Texas public junior colleges, this study analyzed revenues, expenditures, and ability to support a stratified program according to enrollment, and explored the relationships among size, cost, and selected educational opportunities. Data were collected from questionnaires, professional literature, documents of the Texas Education Agency, and interviews. Standard statistical techniques were used for the various calculations and analyses. There were six principal findings: (1) the research conducted on Texas public junior college financing included studies on per-student costs and on budgetary practices leading to a uniform accounting system, and one work on the interrelationships of size, cost, and other factors in the educational program; (2) the state appropriations program encouraged the small college, since, as the size of the college increased, the state allocations for operating expenses decreased; (3) there was no statistically significant relationship between the size of enrollment and the operational cost per student; (4) the breadth of program offered by the larger colleges was a depressant on the relationship between size and cost; (5) the colleges with enrollments of 1,075 to 2,459 FTSE operated more efficiently and offered more educational opportunities than the smaller ones; and (6) the colleges with enrollments under 414 FTSE operated uneconomically and offered the fewest educational opportunities. (HH)

ED 023 399 JC 680 404

LaGrande, Roman Francis

The Preparation of Instructors in Oregon Community Colleges.

Oregon Univ., Eugene. Coll. of Education.

Pub Date Aug 66

Note-171p.

Available from-University Microfilms, Inc., P.O. Box 1346, Ann Arbor, Michigan 48106 (Order No. 67-1862, MF \$3.00, Xerography \$7.80).

Document Not Available from EDRS.

Descriptors-Doctoral Theses, *Instructional Improvement, *Junior Colleges, Questionnaires, *Teacher Education

Identifiers-*Oregon

This study proposed to (1) examine the preparation of Oregon's community college instructors, (2) present authoritative opinions on desirable preparation, and (3) point out areas for improvement. Information was gathered by questionnaire (from 180 faculty members and 28 chief administrators) and from the literature. Some present deficiencies are too-specialized knowledge, content rather than student orientation, imbalance between subject matter and professional training, little understanding of psychology of learning or the young, more interest in research than in teaching, and condensation toward the 2-year college. A good training program should provide a broad general education, a master's in subject matter, a 20-semester-hour teacher minor, supervised student teaching in a junior college, and courses in educational psychology, in the junior college, and in teaching methods. It would require study more or less equivalent to the doctorate, but without the dissertation, and would emphasize teaching, not research. Recommendations from the study are: (1) professional education should be part of the instructor's preparation, and should include practice teaching, counseling, administration, and psychology of learning, (2) his master's program should prepare him to teach more than one course in related fields, and (3) summer sessions, in-service courses, or extension classes should be provided so that present instructors could acquire more professional training. (HH)

ED 023 400

JC 680 405

Progress Report, October, 1967, through April, 1968: Educational Component of the Public Service Careers Program.

City Univ. of New York, N.Y. Office of Community College Affairs.

Pub Date 1 May 68

Note-47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors--*Career Opportunities, Course Descriptions, English (Second Language), *Health Occupations Education, Human Relations, *Junior Colleges, Occupations, OnTheJob Training, *Remedial Programs, *Teacher Aides, Training, Vocational Education

Identifiers--*New York

Parallel with on-the-job training, this program provides remedial courses in High School Equivalency (HSE), Human Relations (HR), English as a Second Language (ESL) to help qualify candidates for public service careers in the Department of Hospitals and Department of Social Services, and Board of Education. HSE develops language, math, and reading to the high school level, evaluating achievement by pre-, interim, and post-tests. HR exposes the trainee to new personal experiences, introduces him to the social and behavioral sciences, and helps him adapt to his role as a worker. ESL enables the non-English-speaking trainee to take part in the job training programs and to take advantage of the HSE program. A college course is also being developed to accommodate those who complete the HSE program. It will grant advance credits in junior college and prepare the candidate for study toward an Associate Degree in Social Service, an Associate in Arts Degree for Associate Teachers, and for a special program in practical nursing. This report also notes problems of policy (inter-agency, screening, counseling) and of operation (staff morale, communications, on-site coordination, ESL screening). Recommendations are made for improving the screening process, the quality of counseling, orientation, staff training, and trainee replacement for the whole program and for improving the educational component's operation with more adequate classrooms, better separation of trainees by ability levels, and efficient assignment of teachers. (HH)

ED 023 401

JC 680 406

Status Study, Spring 1968: An Application for Admission as Candidate for Membership in the North Central Association of Colleges and Secondary Schools.

Monroe County Community Coll., Mich.

Pub Date 22 Apr 68

Note-66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors--*Accreditation (Institutions), Chief Administrators, *Course Evaluation, Educational Administration, Educational Objectives, Institutional Research, *Junior Colleges, Student Personnel Services

Identifiers--*Michigan

This application for accreditation might serve as a sample for others' use. It gives a statement of institutional purposes, followed by reports from the president, the dean of business affairs and treasurer, the dean of instruction, and the dean of student personnel services. It also describes preparations for an institutional self-study and appends an organization chart. The dean of instruction reports on five areas of study (business, humanities, mathematics-science, social science, and technology), on continuing education, and on the library (learning resources center). The reports are organized, with necessary and specific variations, to show the area's over-all activities, course content, and the like, followed by its particular strengths (with suggestions for maintaining them) and its weaknesses (with proposals for eliminating them). The report on student personnel services includes orientation, student records, and student activities (athletics, music, etc.). (HH)

ED 023 402

JC 680 409

Spencer, James Sigel

Criteria for the Establishment and Operation of a Statewide System of Comprehensive Regional Junior Colleges.

Illinois Univ., Urbana.

Pub Date 66

Note-222p.

Available from--University Microfilms, Inc., P.O. Box 1346, Ann Arbor, Michigan 48106 (Order No. 66-12,430, MF \$3.00, Xerography \$9.90).

Document Not Available from EDRS.

Descriptors--Doctoral Theses, *Educational Legislation, *Educational Philosophy, Educational Problems, *Junior Colleges, *Master Plans, *State Departments of Education, Universal Education

Identifiers--*Illinois

This study attempts to show that the junior college, if it develops according to certain criteria, can achieve the accepted democratic ideals of education. The related literature, both national and state, has been reviewed. Discussed are such concepts as universal education as the promoter of democratic ideals and the alleviator of social, political, and economic problems, and also the problems of the groups most in need of post-secondary education (dropouts, women, the young, racial minorities, and the disadvantaged). Obstacles to the avowed purposes of the junior college are analyzed, including debate on the advisability of tuition, opposition to the vocational programs that make a college truly comprehensive, pressure of expanding school-age population on facilities and faculty, inadequate tax support, excessive emphasis on local control, etc. Thirteen general criteria (and seven specific to Illinois) are presented. The recommendations include: (1) adoption of criteria by the State Junior College Board (considering the whole state as a regional college district and requiring a minimum enrollment of 3,000 to justify a comprehensive program), (2) a possible shift of vocational courses from high school to junior college, (3) a balance of intellectual ability between senior and junior public institutions, (4) fiscal reform to increase state support and lessen dependence on federal funds, and (5) expansion and maintenance of the junior college system, justified by excellence of program and low cost to the taxpayer. (HH)

ED 023 403

JC 680 414

Elkins, Floyd S.

Philanthropic Support of Private Junior Colleges in the United States.

Texas Univ., Austin.

Pub Date Jan 65

Note-327p.

Available from--University Microfilms, Inc., P.O. Box 1346, Ann Arbor, Michigan 48106 (Order No. 65-8040, MF \$4.15, Xerography \$14.65).

Document Not Available from EDRS.

Descriptors--*Church Related Colleges, Doctoral Theses, Financial Support, *Junior Colleges, *Private Colleges, *Private Financial Support, Questionnaires, School Funds

This study of 54 independent and 87 church-affiliated junior colleges sought to verify three empirical generalizations: (1) most maintain development programs; (2) voluntary support thus received is related to (a) staff member(s) responsible for the program, (b) volunteer groups to stimulate philanthropic support, (c) an active alumni group, (d) an alumni fund, and (e) membership in alumni and public relations associations; and (3) the amount of support (excluding church funds) is related to the size of enrollment. The factors studied (four by questionnaire, one by telephone) were: (1) number of programs for voluntary support, (2) types of gifts received, (3) sources, (4) uses of the gifts, and (5) effective ways to solicit gifts. Data supported generalizations (1) and (2), but, for (3), showed a less positive relationship for the independent college than for the church-related. For the latter, a larger enrollment brought more support from non-church sources. Also noted were ten attributes of effective programs: (1) a fund-raising staff member with special social and administrative skills, (2) a wide-ranging master plan, (3) an informal approach for public colleges, (4) a more formally organized program for the private colleges, (5) emphasis on gifts as investments, not expenses, (6) use of professional outside counsel, (7) solicitation of deferred gifts (bequests), (8) keeping donors informed of development progress, (9) careful timing between fund raising campaigns, and (10) appropriate expressions of gratitude. (HH)

ED 023 404

JC 680 415

Bosen, Shirley E. Whitney, William T.

A Case Study: ERIC and the Junior College Library

American Association of Junior Colleges, Washington, D.C.

Pub Date 68

Note-4p.

Journal Cit--Junior College Journal; v39 n 1 September 1968

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors--*Educational Research, Educational Resources, *Junior Colleges, *Libraries, *Library Services, *Research Tools

Identifiers--*California

This article illustrates the various uses to which ERIC resources can be put. The Fullerton Junior College Library subscribes to about two-thirds of the ERIC reports, all on microfiche. The advantages of microfiche are that it (1) is up-to-date, (2) is inexpensive, (3) is indexed, (4) occupies little space, (5) is a regular source, (6) prevents duplication of research, (7) is already processed, and (8) has eye-readable headings for browsing. The library uses "Research in Education" regularly. It gives author, sponsoring institution, subject entries, and an abstract for each document, as well as prices for both microfiche and hard copy. The article also describes the library's method of selection and ordering, translation of descriptors to Library of Congress subject headings (for catalog compatibility), dissemination of information on ERIC documents to students and faculty, particular services to the faculty, and special uses of the material. (HH)

ED 023 405

JC 680 420

Schmidt, Rita, Ed.

Insight: A View of the Faculty through the Eyes of Their Students.

Palomar Coll., San Marcos, Calif.

Pub Date [68]

Note-128p.

EDRS Price MF-\$0.75 HC-\$6.50

Descriptors--*Educational Improvement, Instruction, *Junior Colleges, *Rating Scales, *Teacher Evaluation, *Teacher Improvement, Testing

Identifiers--*California

This rating sheet, for both course and instructor, works on a 5-point scale: (1) strongly agree; (2) agree; (3) no opinion; (4) disagree; (5) strongly disagree. The intent of the evaluation is improvement of instruction, not criticism of the instructor. The course is judged by the relevancy of the textbook, the extent to which it fulfills its objectives, and the currency of the subject matter. The instructor is judged on his presentation according to clarity, organization, pace, quantity of material covered, preparation, logical sequence, handling of questions, tolerance of student opinion and discussion, kind and purpose of assignments, and difficulty and frequency of tests. The sheet also provides for comments. A facsimile of the rating sheet and a printout of the analysis for each participating faculty member is shown. (HH)

ED 023 406

JC 680 421

A Position Paper by the State Board for Public Community and Junior Colleges.

Michigan State Board for Public Community and Junior Colleges, Lansing.

Pub Date Aug 67

Note-52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors--*Educational Finance, Financial Policy, *Junior Colleges, *Master Plans, *School Districts, School Funds, *State Legislation

Identifiers--*Michigan

Having determined the philosophy and direction for the state's community colleges, the Board prepared guidelines and a districting plan for their development and operation. The nine guidelines are: an open-door policy; personnel services, guidance and counseling; enrollment reciprocity between districts; avoidance of duplicate programs; flexibility to meet population and transportation needs; high school vocational courses integrated into the college program; no expansion into 4-year institutions; a separate community college board; cultural programs as well as adult and continuing education. Details of the statewide districting plan are given, the new districts to be determined by an enrollment figure approaching 1,000 and expectations of adequate local funds (plus state and federal) to initiate and operate the facilities. These factors are to be reviewed periodically. Proposals for financing both new and existing colleges are presented. Of the ten legislative proposals, the four most critical were: (1) provision of start-up funds for new colleges; (2) amendments to current legislation concerning the establishment of new colleges; (3) an appropriation of \$50,000 to study new districting; and (4) special legislation for the establishment of a Wayne County community college. (1), (2), and (4) have been passed; (3) will be federally

64 Document Resumes

funded. Previous studies and reports are reviewed in the appendix. (HH)

ED 023 407 JC 680 422

Coffelt, John J.
The Status and Direction of Oklahoma Higher Education.

Oklahoma State Regents for Higher Education, Oklahoma City.
Pub Date May 68
Note-56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors-*Colleges, Educational Legislation, *Higher Education, *Junior Colleges, *Master Plans, State Legislation, *Universities
Identifiers-*Oklahoma

This report examines the need for long-range, state-level planning in higher education to accommodate rising enrollment, expanding knowledge, and the need for educated manpower. It describes the state's legal provisions and policies for establishing and operating junior and senior colleges and state universities (all directives subject to periodic review and revision). The "selective access" admissions policy should be continued, to encourage each student to seek his best educational environment. For example: (1) junior colleges should retain their open door policy, emphasizing vocational, technical, and adult education; (2) senior colleges should admit students who expect to complete at least a bachelor's degree, and, if stressing technical programs, can have slightly lower admission standards, and (3) universities should concentrate on upper-division, professional, and graduate programs and on research, and should gradually decrease the number of lower-division students by maintaining higher admission standards than the colleges. The report includes other details of the state system, both practical and philosophical, such as self-study projects, transfer policies, and funding. It concludes with a warning against the waste and conflict inevitable among a diversity of state agencies, and urges that the partnership between federal and state agencies be strengthened to prevent their working at cross-purposes. (HH)

ED 023 408 52 LI 000 355

Ginsburg, Eli Brown, Carol A.
Manpower for Library Service.

Columbia Univ., New York, N.Y. Conservation of Human Resources Project.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-7-0961
Pub Date Sep 67

Contract-OEC-2-7-010105-1523

Note-64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors-Employment Opportunities, Females, *Librarians, *Libraries, *Library Education, Library Services, Males, *Manpower Needs, Manpower Utilization, Nonprofessional Personnel, Personnel Policy, Recruitment

The present state of library manpower and the outlook for the future is assessed in terms of manpower analysis. The field of library service is appraised within the larger framework of such comparable fields as teaching, social work, and nursing which also make use of large numbers of female workers. Important findings and conclusions are: (1) the field of librarianship has responded to expanded demands by rapidly increasing the number of professional and paraprofessional workers, (2) the state of preparation for the field is confused, (3) many graduate programs, particularly doctoral, are weak, (4) it is undesirable to establish a single set of national standards for manpower qualifications, (5) there is a need for more librarians to become acquainted with the new technology for storage and retrieval, and (6) above all, the library field needs to know more about its own human resources-how they are recruited, trained, and utilized. (Author/JB)

ED 023 409 52 LI 000 356

Myatt, DeWitt O. Barclay, Donald A.
Position Paper on Extra-Library Information Service. Final Report.

National Advisory Commission on Libraries, Washington, D.C.; Science Communication, Inc., Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No-Task-No-17
Bureau No-BR-7-0961
Pub Date 15 Dec 67

Contract-OEC-2-7-010105-1523

Note-73p.

EDRS Price MF-\$0.50 HC-\$3.75

Descriptors-Abstracting, Computers, *Documentation, Indexing, Information Centers, Information Dissemination, *Information Services, Information Sources, Libraries, Library Cooperation, *Library Reference Services

Extra-library information services are helping libraries find solutions to the problems created by the changes in the information environment, the demand for current information, and the media by which the knowledge is distributed. There are three types of these services: (1) document handling systems, (2) data handling systems, and (3) information analysis centers. Extra-library information services have one major characteristic in common; they place greater emphasis than libraries on the organization of information for current and specialized uses rather than stressing long term future utility of the information. Recommendations made to the National Advisory Commission on Libraries are: (1) libraries and extra-library information services be considered as integral parts of the total information transfer process; (2) the professional library association develop an easy and efficient method to keep librarians informed of existing and new extra-library information sources; (3) professional library associations investigate the possibilities of acquiring terminal equipment connected to one or more of the extra-library information sources; and (4) a study be conducted to determine the feasibility of applying in libraries the indexing and file searching methods now used in extra-library systems. Detailed descriptions of twelve of these extra-library services are included. (CM)

ED 023 410 52 LI 000 370

On Library Statistics: Submitted to the National Advisory Commission on Libraries.

Mathematica, Princeton, N.J.; National Advisory Commission on Libraries, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0961

Pub Date Aug 67

Contract-OEC-2-7-010105-1523

Note-71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors-College Libraries, Data Collection, *Libraries, Literature Reviews, Measurement Techniques, Research Methodology, Sampling, School Libraries, Special Libraries, Statistical Analysis, *Statistical Surveys, *Statistics, University Libraries

Available library statistical information is unreliable and missing in many areas. This report covers three general subjects: (1) the description of the nature of the figures that are currently available, including lists of library statistics publications, and an indication of some information which is wanted but not available; (2) a discussion of the philosophy which might appropriately underlie a systematic data collection effort; and (3) some suggestions for the organization of data collection activities. Library statistical data serves primarily four major classes of users, (1) the librarian, (2) those persons who deal professionally with inter-library matters, (3) instructional users of library services, and (4) those who provide the funds upon which libraries operate. Statistics, in order to be useful, must potentially lead to a modified course of action. Thus, data should be provided in a conditional form associating them with values of related variables, and a list made of alternatives needed. Major recommendations made to the National Advisory Commission on Libraries are: (1) consideration be given to the publication of an annual compendium of library statistics, (2) data to be collected, whenever possible, on the basis of a constant sample, (3) data be collected which is necessary for the planning of capital construction. Suggestions are also made for improving the quality of statistics for each type of library. (CM)

ED 023 411 52 LI 000 479

Freeman, Robert R.
Evaluation of the Retrieval of Metallurgical Document References using the Universal Decimal Classification in a Computer-Based System.

American Inst. of Physics, New York, N.Y.
Spons Agency-National Science Foundation, Washington, D.C.

Report No-AIP-UDC-6

Pub Date 1 Apr 68

Note-155p.

EDRS Price MF-\$0.75 HC-\$7.85

Descriptors-*Classification, Computer Oriented Programs, Computers, Evaluation, Indexing, *Information Retrieval, Information Storage, *Information Systems, Search Strategies
Identifiers-UDC, *Universal Decimal Classification

A set of twenty five questions was processed against a computer-stored file of 9159 document references in the field of ferrous metallurgy, representing the 1965 coverage of the Iron and Steel Institute (London) information service. A basis for evaluation of system performance characteristics and analysis of system failures was provided by using questions which had previously been processed by the American Society for Metals against a data base which contained many of the same documents. The Cuadra-Krater model for describing the system evaluation environment was used. The results, which were highly satisfactory, led to observations and recommendations which contrast the requirements for class definition, indexing policy, and search strategy between manual and computer-based systems which use UDC. (Author)

ED 023 412 LI 000 494

Hayes, R. M.

Mechanized Information Services in the University Library-Introduction and Summary. Final Report on Mechanized Information Services in the University Library. Phase I - Planning. Part 1.

California Univ., Los Angeles. Inst. of Library Research.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-NSF-GN-503

Pub Date 15 Dec 67

Note-25p.

Available from-Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (part of PB-178-441, MF - \$.65, HC - \$.30).

Document Not Available from EDRS.

Descriptors-*Automation, Computers, Information Centers, *Information Services, Information Sources, *Information Storage, Information Systems, Library Reference Services, Networks, Symposia, Technology, *University Libraries

Under funding from the National Science Foundation, the Institute of Library Research of the University of California (Los Angeles) has carried out a study of mechanized information services in the university library. The basic premise of the study is that magnetic tape data bases are becoming available from a variety of national sources and that they are a form of data which university libraries will begin to acquire. The purpose of the study was to explore the validity of the premise and define some of its consequences. The results of the study have been prepared as a final report, consisting of thirteen parts (LI 000 494-LI 000 506). The first part is the "Introduction and Summary". It presents, as the context within which to view the study, a projection of the role which mechanization will play in the university library and the pace at which it will develop over the next ten to fifteen years. Within that context it then discusses the issues-policy as well as technical-raised by mechanized information services in the university library. For each issue, the approach taken to study of it is described and the results (as reported in other parts of the report) are summarized. (Author)

ED 023 413 LI 000 495

Tompkins, Mary L.

Summary of Symposia on Mechanized Information Services in the University Library. Final Report on Mechanized Information Services in the University Library. Phase I - Planning. Part 2.

California Univ., Los Angeles. Inst. of Library Research.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-NSF-GN-503

Pub Date 15 Dec 67

Note-91p.

Available from-Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (part of PB-178-441, MF - \$.65, HC - \$.30).

Document Not Available from EDRS.

Descriptors-*Automation, Biological Sciences, Computers, Consultation Programs, Information Retrieval, *Information Services, *Information Storage, Information Systems, Library Acquisition, Library Networks, Library Reference Services, Physical Sciences, Social Sciences, *Symposia, *University Libraries

Identifiers-EDUCOM, *Interuniversity Communication Council

A series of symposia were conducted to provide forums for discussion of the problems arising when introducing into the single campus university library media which can be processed by computers. The first symposium "explored the relationship between the university library and national network systems. The second concerned the relationship of mechanized clerical processing to mechanized information systems in the library. The other three symposia brought information scientists together with University of California faculty in the social, physical, and life sciences. The emphasis was on pragmatic problems-economic, technical, and administrative-which confront the university library in efforts to supply expanded information services. The specific issues which were discussed were (1) whether information systems are viable in themselves, (2) whether a single university should acquire its own machine readable stores or use the service from tapes stored elsewhere, (3) what types of data bases satisfy the needs of the faculty and students, (4) whether such services in the university should be lodged in the library or the computer center, and (5) what are the technical problems which arise? This report presents a general discussion of these issues, some likely answers to them, and what appeared to be the opinion of the attendees of the symposium. The background material presented at the symposia are summarized in the appendices. (Author/CM)

ED 023 414

LI 000 496

Troutman, Joan C.

Inventory of Available Data Bases. Final Report on Mechanized Information Services in the University Library, Phase I - Planning, Part 1. California Univ., Los Angeles. Inst. of Library Research.

Spons Agency-National Science Foundation, Washington, D.C.
Report No-NSF-GN-503
Pub Date 15 Dec 67
Note-57p.

Available from-Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (part of PB-178-441, MF - \$.65, HC - \$.30.00).

Document Not Available from EDRS.

Descriptors-Automation, Information Centers, Information Processing, *Information Services, *Information Sources, *Information Storage, Information Systems, Library Services, Programming Problems, *Surveys, *University Libraries

This survey of data bases emphasizes reference data bases only and is intended to be indicative of the variety and number of magneti tape files in existence of a type which might be utilized in an information service center in a university library. It reflects both projects undertaken on a large national scale and those which serve the needs of particular organizations. The information assembled about each of the twenty-nine tape files, where possible, is: (1) address and director of the creating agency, (2) a brief description of its nature and contents, (3) file characteristics and size, (4) availability and cost, and (5) references "to further documentation. It was found that those files created for specific purposes of a parent organization were necessarily designed for capability for easy readability for other purposes, while data bases available from organizations in the business of maintaining data bases and providing a variety of services are generally easy to read and well documented. Most of the existing data have simple, hierarchically arranged, field structures. Record formats, however, from one file to another are virtually unrelated. (Author/CM)

ED 023 415

LI 000 497

Troutman, Joan C.

Standards for Cataloging of Magnetic Tape Materials. Final Report on Mechanized Information Services in the University Library, Phase I - Planning, Part 4.

California Univ., Los Angeles. Inst. of Library Research.
Spons Agency-National Science Foundation, Washington, D.C.
Report No-NFS-GN-503
Pub Date 15 Dec 67
Note-35p.

Available from-Clearinghouse for Federal Scientific and Technical Information, Springfield,

Va. 22151 (part of PB-178-441, MF - \$.65, HC - \$.30.00).

Document Not Available from EDRS.

Descriptors-Cataloging, Catalogs, Classification, Indexing, Information Retrieval, Information Services, *Information Storage, Library Materials, *Library Standards, Library Technical Processes, *Magnetic Tapes, Search Strategies, *University Libraries

A method is defined for library cataloging of magnetic tape files. The needs of the reference librarian and the patron are taken into consideration, as well as the particular requirements inherent in the form of material. Basically, the catalog record must serve three functions: (1) it must present a conventional and approachable record of library holdings, including entry, title, date, a brief description, a serials holding record where applicable, and subject analysis; (2) it must indicate the physical and logical nature of the material on a tape, including the format of the data and any associated programs and documentation; (3) it must serve as an aid in formulating search requests relating to a file. A sample catalog format and associated instructions, as well as illustrative examples, which fulfill these requirements are presented. The possibility of a union catalog is also discussed. (Author/CM)

ED 023 416

LI 000 498

Reilly, Kevin D.

Nature of Typical Data Bases. Final Report on Mechanized Information Services in the University Library, Phase I - Planning, Part 5. California Univ., Los Angeles. Inst. of Library Research.

Spons Agency-National Science Foundation, Washington, D.C.
Report No-NSF-GN-503
Pub Date 15 Dec 67
Note-51p.

Available from-Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (part of PB-178-441, MF - \$.65, HC - \$.30.00).

Document Not Available from EDRS.

Descriptors-Abstracts, Automation, *Cataloging, Census Figures, *Data, *Indexing, Information Retrieval, *Information Services, Information Sources, *Information Storage, Information Systems, University Libraries

The nature of typical mechanized data bases with which university information centers and libraries will be working is examined to provide background information for data base retrieval efforts. Format and content of the data must be taken into consideration before meaningful retrieval can be achieved. Hence both of these aspects are treated in detail. The discussion covers a range of data bases, including nationally sponsored projects such as Medical Literature Analysis and Retrieval System (MEDLARS), Machine-Readable Cataloging (MARC), the United States Census Tapes (1/1000 sample), and the Educational Resources Information Center (ERIC) report resumes. Also discussed are some local projects, including the University of California, Los Angeles, Brain Information Service system and a generalized Metropolitan Center Data Bank. Various types of formatting are presented in this array of data bases, and several examples among types of requests that can be directed against such data bases are considered. The report is followed by another which assesses the applicability of generalized or task-oriented programs to these data bases (LI 000 499). (Author/CM).

ED 023 417

LI 000 499

Reilly, Kevin D.

Evaluation of Generalized File Management Systems. Final Report on Mechanized Information Services in the University Library, Phase I - Planning, Part 4.

California Univ., Los Angeles. Inst. of Library Research.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 15 Dec 67
Note-46p.

Available from-Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (part of PB-178-441, MF - \$.65, HC - \$.30.00).

Document Not Available from EDRS.

Descriptors-Comparative Analysis, *Computer Programs, Information Centers, Information

Processing, Information Retrieval, *Information Storage, *Information Systems, Performance Criteria, Programming Problems, Search Strategies, *University Libraries

Identifiers-Combined File Search Strategy (CFSS), Generalized Information System (GIS), Information Oriented Language (INFOL), MARK IV

This report describes various aspects of generalized or task-oriented programming systems and in particular, how their features can be adapted for retrieval from (typical) information center and library data bases such as those described in a previous report (LI 000 498). It is not meant to be comprehensive in the sense that all such systems are discussed; indeed, many systems have necessarily been omitted. The discussion begins with already existing systems (Control Data Corporation's Information Oriented Language (INFOL), the IBM-1401 Combined File Search System (CFSS)). It then turns to systems now or about to be available in the near future (Informatics Inc.'s MARK IV). The final portions treat more advanced systems not now available (International Business Machine's Generalized Information System (GIS)). The treatment is primarily descriptive and to some extent provides a survey of the features of the above systems as they might be exploited in an environment characterized by a very large-scale (both in the format and content senses) data base problem. (Author/CM)

ED 023 418

LI 000 500

Yeatts, Wendell A., Jr.

Experience with Library of Congress MARC Tapes. Final Report on Mechanized Information Services in the University Library, Phase I - Planning, Part 7. California Univ., Los Angeles. Inst. of Library Research.

Spons Agency-National Science Foundation, Washington, D.C.
Report No-NSF-GN-503
Pub Date 15 Dec 67
Note-39p.

Available from-Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (part of PB-178-441, MF - \$.65, HC - \$.30.00).

Document Not Available from EDRS.

Descriptors-Automation, *Cataloging, Computer Programs, Documentation, Information Processing, Information Services, *Information Storage, Library Cooperation, Library Research, Library Technical Processes, Programming Problems, *University Libraries
Identifiers-Machine Readable Cataloging, MARC

The purpose of the Library of Congress Machine-Readable Cataloging (MARC) pilot project was to provide libraries with catalog data encoded on magnetic tape in order to determine the feasibility of centralized computerized cataloging in support of library functions. Sixteen participants were selected on the basis of expressed interest, available staff, access to computers and associated equipment, and proposed applications. The weekly tapes were used by the participants for two basic purposes: (1) using the data in everyday library processing, and (2) using the data to provide extra services such as machine searching. Experiences at the University of California, Los Angeles (UCLA), which used the MARC information to produce catalog cards and alphabetize subject lists for use in book selection, indicated that there were problem areas both in using the programs provided and in creating new programs for processing tapes organized in the MARC format. In general the experiments at UCLA demonstrated that (1) it takes longer to plan and implement automated library procedures than most library administrators suspect, and (2) a full-scale nationwide MARC distribution service could not be realistically utilized without a substantial "lead time" for libraries to prepare themselves for processing the data. A listing of the programs developed at UCLA is also given. (CM)

ED 023 419

LI 000 501

Tompkins, Mary L.

Experimental On-Line Mathematics Citation Data Base. Final Report on Mechanized Information Services in the University Library, Phase I - Planning, Part 8.

California Univ., Los Angeles. Inst. of Library Research.

Spans Agency-National Science Foundation, Washington, D.C.
Report No-NSF-GN-503
Pub Date 15 Dec 67

Note-31p.

Available from-Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (part of PB-178-441, MF \$.65, HC \$.33.00).

Document Not Available from EDRS.

Descriptors-Abbreviations, Automation, *Citation Indexes, Information Processing, Information Retrieval, *Information Storage, Man Machine Systems, *Mathematics, Permuted Indexes, *Serials, University Libraries, Use Studies

Identifiers-MAST, Minimum Abbreviation of Serial Titles (MAST)

A Mathematical Citation Index was started in March 1965 under the auspices of the University of California, Los Angeles (UCLA), Computing Facility. Before the compilation of citations for this index could begin, however, it was necessary to produce an index to abbreviations of serial titles in the field of mathematics. THE RESULT OF THIS EFFORT WAS THE FIRST VOLUME OF A PROJECTED series of Minimum Abbreviations of Serial Titles (MAST) indexes, which are permuted indexes to serial title abbreviations. Twenty-five journals of significance in mathematical research were then chosen for further processing by asking mathematicians to list those journals in which significant research appears. The citations from these journals were keypunched and then edited using an on-line cathode ray tube display terminal system. Seven hundred citations to books were also checked to determine why each had been cited. Until authors differentiate between pedagogic and research citations to books and are specific as to pages or chapters, there seems little to be gained by their inclusion in a citation index. Appendices include examples of the MAST index, a list of core journals in mathematics (as determined by this and other research), a list of the mathematics books most frequently cited, and keypunching instructions for the Mathematical Citation Index. (CM)

ED 023 420

LI 000 845

Pietrzyk, Alfred, Comp. And Others

File-Management Techniques and Systems with Applications to Information Retrieval; A Selected Bibliography.

Center for Applied Linguistics, Washington, D.C.
Pub Date Jun 68

Note-31p.

Available from-Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 178 792, MF \$.65, HC \$.33.00).

Document Not Available from EDRS.

Descriptors-Automation, Bibliographies, *Classification, Computer Oriented Programs, Data Processing, Indexing, *Information Processing, *Information Storage, *Information Systems, Search Strategies

Identifiers-*Language Information Network and Clearinghouse Sys, LINCIS

Based on material collected for system-automation studies within the efforts of the Linguistic Documentation Program toward development of a Language Information Network and Clearinghouse System (LINCIS), the bibliography lists 216 references under the headings: (1) Survey, Reviews, Symposia (19 references); (2) File-organization Principles (18 references); and (3) Specific File-management Systems and Application to Information Retrieval (179 references). (RP)

ED 023 421

LI 000 869

Saracovic, Tefko And Others

An Inquiry into Testing of Information Retrieval Systems. Part I: Objectives, Methodology, Design, and Controls. Comparative Systems Laboratory Final Technical Report.

Case Western Reserve Univ., Cleveland, Ohio.
Center for Documentation and Communication Research.

Spans Agency-Public Health Service (DHEW), Washington, D.C.

Report No-CSL-TR-Final-1

Pub Date 68

Note-272p.

Available from-Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-179 290, MF \$.65, HC \$.33.00).

Document Not Available from EDRS.

Descriptors-*Information Retrieval, *Information Systems, Input Output Analysis, *Operations Research, Research Criteria, Research Design, *Research Methodology, *Systems Analysis
Identifiers-*Comparative Systems Laboratory, CSL

The Comparative Systems Laboratory (CSL) proposed to deal with the problem of testing retrieval systems by examining a number of processes involved in such systems, with particular attention to the human factor. It is hoped that the results of the project will be useful in refining methodologies for experimentation with information retrieval (IR) systems and in providing clues for the more effective design and redesign of operating IR systems. The first part of the final report of the project covers: a general introduction and state-of-the-art of IR system testing; the objectives, structure, and theoretical bases of CSL; the CSL experimental design as a whole; the operational definition and implementation of each retrieval system component involved in the experiment; and a detailed discussion of controls, with special attention given to implementation of output controls. Relevance judgements are also discussed in detail, and a summary of sources with the experimental variables which influences the results is given. A list of CSL technical reports and additional publications is appended. (Author/JB)

ED 023 422

LI 000 977

Bracken, Marilyn C. Shilling, Charles W.

Education and Training of Information Specialists in the U.S.A.

George Washington Univ., Washington, D.C.
Biological Sciences Communication Project.

Pub Date May 66

Available from-Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-170 719, MF \$.65, HC \$.33.00).

Document Not Available from EDRS.

Descriptors-Computer Science, Computer Science Education, Graduate Study, *Information Science, *Library Education, *Library Schools, Library Science, Professional Education, *Program Descriptions

A brief analysis of educational activities in the field of information science is followed by summary descriptions of degree programs in the field available in twenty universities and institutions in the United States. When possible, descriptions were taken directly from the material sent by directors of the various programs. Included are (1) all programs with information science as the main area of concentration, (2) programs in library science with an available major in information science, and (3) programs in computer science only when the option to specialize in the area of information science is available.

ED 023 423

LI 001 005

Library Aides. 1967 Report.

Pittsburgh Public Schools, Pa.

Pub Date [67]

Note-38p.; LI 001 006 is a related document, the 1968 report.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors-*Educational Programs, Job Analysis, Librarians, *Library Technicians, *Program Evaluation, *School Libraries, *Subprofessionals

The Library Aides Program, an Elementary and Secondary Education Act project, was begun in 1966 in the Pittsburgh public and parochial schools to provide a trained aide to assist the librarian with general and paraprofessional duties. An evaluation of the public school program was conducted (1) to determine how librarians and library aides divide their time among various duties performed in the library, (2) to determine whether librarians who are assigned library aides devote more of their time to professional duties, and (3) to assess the librarians' attitudes toward the program. Using the questionnaire method and a control group of eight schools not in the program, the evaluation indicated that librarians divide their time approximately equally between professional and nonprofessional duties, irrespective of the presence or absence of aides. The Library Aides Program was considered successful by all who were involved in it, and no criticism of the program was offered except that the program should be extended to provide for a full-time aide. Appendices include the evaluation questionnaires and tables displaying the allocation of librarian time. (JB)

ED 023 424

LI 001 006

Library Aides Program. 1968 Report.

Pittsburgh Public Schools, Pa.

Pub Date [68]

Note-61p.; LI 001 005 is a related document, the 1967 report.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors-*Educational Programs, Job Analysis, Librarians, *Library Technicians, *Program Evaluation, *School Libraries, *Subprofessionals

The Library Aide Program has been operating in the Pittsburgh public schools since 1966. The program was initiated to relieve the librarian of some nonprofessional activities by providing her with a paraprofessional aide. The findings of the 1968 evaluation indicate that the librarians are satisfied with the aides, but there is no statistically significant difference between the amount of professional activities of librarians in program and control schools. An attempt was made to find a significant difference between program and control schools with respect to individualization of student-librarian interaction, but no such difference was found. More specific definition of librarian and aide duties and responsibilities is needed. Although the program has shown some success in providing librarian satisfaction and possibly in the extension of library services, it has yet to demonstrate effects in services to students. Appendices include the program definition, interview schedules for librarians and library aides, and the observation schedule. (Author/JB)

ED 023 425

LI 001 019

Rees, Alan M. And Others

Education for Hospital Library Personnel, Continuation of Feasibility Study for Continuing Education of Medical Librarians; Hospital Library Planning Data for the Northeastern Ohio Regional Medical Program. Interim Report No. 3.

Western Reserve Univ., Cleveland, Ohio. Center for Documentation and Communications Research.

Spans Agency-National Library of Medicine, Bethesda, Md.

Report No-PHS-LM-00-422

Pub Date 1 Aug 68

Note-67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors-*Hospital Personnel, *Hospitals, Librarians, *Libraries, *Library Networks, *Library Services, Library Surveys, Medical Libraries, Medical Services

Identifiers-*Northeastern Ohio Regional Medical Program, Ohio

This document is a guide to hospital library resources in the Northeastern Ohio Regional Medical Program (NEORMP). This information is intended to provide a data base for establishment of a network of hospital libraries linked to the major resource libraries in the region. Data collected in a survey of the 73 hospitals involved in the NEORMP cover patient care, education, and research functions of the hospitals. Additional data are used to analyze the funding, organization, and operation of the 50 hospital libraries identified as functional, or those reporting personnel engaged in library activities. Data describing the educational attainment, age, job mobility, work experience, percentage of time spent in the library, etc., of the staffs of these libraries are also presented. A list of hospitals included in the NEORMP is appended. (CC)

ED 023 426

LI 001 022

Basic Problems and Possibilities for a Reference and Research Library Resources System in Nassau and Suffolk Counties, New York.

Nelson Associates, Inc., New York, N.Y.

Pub Date 9 Apr 65

Note-49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors-Financial Support, *Information Needs, Library Cooperation, Library Materials, *Library Networks, *Library Reference Services, Regional Programs, *Research Libraries
Identifiers-Nassau County, *New York, Suffolk County

The potentialities for a reference and research library system which would serve Nassau and Suffolk Counties are examined in this study. The resources available, the needs of various users, and the necessary elements for a viable system, including financial considerations, are assessed. Basic data was obtained from the opinions of

users and librarians in the two county area. Findings show that present library resources are inadequate and the financing formula of proposed legislation is not seen as offering a final solution to the problem. Recommendations for establishing a Nassau-Suffolk regional 3 R's program involve: (1) designation of specific libraries to serve as basic reference centers for college students and other researchers with intermediate reference needs, (2) financial assistance to central public libraries to assist them in offering improved service to college students, (3) designation of the library at the State University of New York at Stony Brook as a principal research library resource for a 3 R's regional system, (4) contracts made for an interim period with the appropriate New York City library agencies to provide photocopies of journals or texts, and (5) contracts with the Nassau Library System and Suffolk Cooperative Library System to provide communication, transportation, business and public relations services for the regional 3 R's system. (JB)

ED 023 427 LI 001 023
Interloan Procedures in the Public Libraries of New York City, A Survey Conducted for the Brooklyn Public Library, the Queens Borough Public Library, and the New York Public Library.

Nelson Associates, Inc., New York, N.Y.

Pub Date May 66

Note-99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors-Communications, Electronic Equipment, Information Dissemination, *Interlibrary Loans, *Library Cooperation, *Library Networks, *Public Libraries, Systems Analysis
 Identifiers-Brooklyn Public Library, *New York City, New York Public Library, Queens Borough Public Library

This report contains the results of a study to design a communications network to facilitate interloan procedures in the three public library systems of New York City-the Brooklyn Public Library, Queens Borough Public Library, and New York Public Library. Methods employed for the study include interviews with appropriate library personnel, analysis of relevant system data, and review of alternative communications equipment for the interloan network. Recommendations are that: (1) each of the libraries with special interbranch loan collections should install telex equipment, (2) the three libraries should not install data communications equipment in the agencies and collections of their systems at this time, (3) the three libraries should interconnect their central interbranch loan units with telex equipment and establish a cooperative intersystem loan procedure, (4) a pilot project to test intersystem borrowing should be conducted, and (5) requests for holdings information should be serviced by providing the patron with the union catalog telephone number. Appendixes present extensive data on current interloan procedures in each of the library systems and the potential for intersystem loan. (JB)

ED 023 428 LI 001 025
A Centralized Processing System for School Libraries in New York State. Report to Bureau of School Libraries, New York State Education Department.

Little (Arthur D.), Inc., Boston, Mass.

Spons Agency-New York State Education Dept., Albany. Bureau of School Libraries.

Report No-C-69649

Pub Date Oct 67

Note-34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors-Cataloging, *Centralization, *Feasibility Studies, Library Acquisition, Library Cooperation, *Library Networks, *Library Technical Processes, Public Libraries, *School Libraries, University Libraries
 Identifiers-New York, *School Library Ordering Cataloging and Processing, SLOCAP

The conclusions of this report are (1) that elementary and secondary public and private school libraries in New York would benefit greatly from a centralized book processing and cataloging center and (2) that school library centralized processing should be coordinated with either the public libraries or the university libraries in the state. The processing system would consist of one main computer and cataloging center and six regional processing centers. It is recommended that

school libraries coordinate with one of two centralized processing systems currently in advanced stages of design-the State University of New York (SUNY) system for university libraries and the Association of New York Libraries for Technical Services (ANYLTS) system for public libraries instead of establishing a third computer facility. Two plans, one involving each system, are described in detail with information on costs and implementation schedules included. The plan to coordinate with the SUNY system is favored, although it is suggested that the ANYLTS system could be expanded to adequately meet the school libraries' processing needs. (CC)

ED 023 429 LI 001 026
Proceedings of the Conference on School-Public Library Relations (New York City, February 8-9, 1968).

New York State Education Dept., Albany. Div. of Library Development.

Pub Date 68

Note-84p.

EDRS Price MF-\$0.50 HC-\$4.30

Descriptors-*Library Cooperation, Library Programs, *Library Services, *Public Libraries, *School Libraries, Student Needs, *Students

The general purpose of this conference was to bring together school and public librarians to discuss library service to the student, "wherever he lives, wherever or whether he attends school, and whatever his aspirations and abilities." Topics discussed at the conference include new developments and goals in service to students, impact of current programs on student services, patterns in promoting cooperative library service, the role of the Commissioner's Committee on Library Development in service to students, and ideas for using an interlibrary cooperative development project fund. The major concerns to come out of the discussions were for adequacy of service, comprehensive program and fiscal planning, an integrated structure, mutual respect and understanding of roles, and user oriented goals. A 3 page summary of the conference proceedings is provided along with a list of the conference participants. (CC)

ED 023 430 LI 001 030
Long, Fern
Reading Centers Project. Final Report.
 Cleveland Public Library, Ohio. Adult Education Dept.

Pub Date [67]

Note-34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors-*Culturally Disadvantaged, Economically Disadvantaged, Functional Illiteracy, *Illiterate Adults, Library Extension, *Library Programs, *Library Services, *Urban Areas
 Identifiers-Cleveland Public Library, *Reading Centers Project

In a three-year project which began in 1965, the Cleveland Public Library established three Reading Centers for functionally illiterate adults. The purpose of the Centers was not to teach reading, but to develop already existent reading skills in disadvantaged adults. The staffing process, the establishment of the Centers, the attempts to identify and acquire easy reading materials for adults, and the publications resulting from the project are described in this Final Report. The author concludes that the project was successful in helping adults to improve their reading, to get new and better jobs, and to become better acquainted with the library and its services. The program for the Conference on the Library and the Functionally Illiterate Adult, held in connection with the project in 1966, and some sample publicity fliers for the project are appended. (CC)

ED 023 431 LI 001 032
IMPLEMENTING CENTRALIZED PROCESSING FOR THE PUBLIC LIBRARIES OF NEW YORK STATE, A REPORT TO THE BOARD OF TRUSTEES OF THE ASSOCIATION OF NEW YORK LIBRARIES FOR TECHNICAL SERVICES.

Nelson Associates, Inc., New York, N.Y.; Stein (Theodore) Co., New York, N.Y.

Spons Agency-Association of New York Libraries for Technical Services, Rochester, N.Y.

Pub Date Nov 67

Note-35p.

EDRS Price MF-\$0.25 HC-\$1.48

Descriptors-Cataloging, Centralization, Library Acquisition, *Library Cooperation, *Library Networks, *Library Technical Processes, Pilot Projects, *Public Libraries
 Identifiers-ANYLTS, *Association of New York Libraries for Technical Services, New York

This report proposes a program for establishing a single acquisitions-cataloging center and a network of physical preparation facilities for New York's public libraries. Part A describes a proposed pilot project to be implemented before the establishment of the total program. Part B is a discussion of various aspects of the centralized processing system including its location, location of the pilot project, organization, job descriptions and recruitment, statewide cataloging standards, uniform acquisitions procedures, coordination with school and academic libraries, financing, legal matters, and public relations. Part C, a timetable for implementation of the system, indicates that the center would not be ready to begin serving the public libraries before the end of 1973. The first phase, the pilot project, should be ready by early 1970. The final section of the report is a brief discussion of the status of existing technical processing systems during the implementation period. (CC)

ED 023 432 LI 001 034

Rubioff, Morris And Others

Description of an Experiment Investigating Term Relationships as Interpreted by Humans.

Pennsylvania Univ., Philadelphia. Moore School of Electrical Engineering.

Spons Agency-Air Force Office of Scientific Research, Arlington, Va.; Army Research Office, Durham, N.C.

Report No-AF-OSR-68-1599

Pub Date Jun 67

Note-29p.

Available from-Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-671 906, MF \$.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors-Classification, *Communication (Thought Transfer), Indexing, *Information Retrieval, *Semantics, Thesauri, *Vocabulary

An experiment is reported in which 78 subjects examined synonymic and generic-specific relationships among 513 terms compiled from subject indexes of programming textbooks and manuals. Terms were assigned in groups of 20 so that given decisions for terms could be compared for three subjects. The experiment suggested such methodological improvements for future experiments as limitation of workload on a subject, the need for controls on distribution and return of responses, the need for larger data samples, and the need to know the background and experience of subjects. The experiment established bases for further study into the development of semantic tools for information storage and retrieval. (USGRDR)

ED 023 433 LI 001 040

Rothenberg, Douglas H.

An Efficiency Model and a Performance Function for an Information Retrieval System.

Case Western Reserve Univ., Cleveland, Ohio. Center for Documentation and Communication Research.

Spons Agency-Public Health Service (DHEW), Washington, D.C.

Report No-CSL-TR-13

Pub Date Nov 67

Note-29p.

Available from-Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-178-668, MF \$.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors-*Comparative Testing, Costs, *Evaluation Methods, *Information Retrieval, *Mathematical Models, Performance, Performance Tests, Research Methodology

An efficiency model and a performance function are presented in this technical report. The efficiency model has been tailored to the needs of an information retrieval system while remaining consistent with established economic procedures. The performance function allows for the comparison of several information retrieval systems. A sample performance function is given and its characteristics discussed; optimal properties of function are also advanced and an illustration presented. (Author)

ED 023 434 LI 001 041

Parker, Edwin B., And Others

Communication and Research Productivity in an Interdisciplinary Behavioral Science Research Area.

Stanford Univ., Calif. Inst. for Community Research.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-NSF-GN-434

Pub Date Jul 68

Note-90p.

Available from-Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-179-569, MF - \$.65, HC - \$3.00)

Document Not Available from EDRS.

Descriptors-*Behavioral Science Research, *Behavioral Sciences, *Communication (Thought Transfer), Information Utilization, Interdisciplinary Approach, *Productivity, *Research Needs, Research Utilization

The nature of the relationship between communication behavior and research productivity is examined in this report. The purpose of the study was to attempt to explain variance in scientists' and scholars' research productivity using a variety of predictors. Data for the study were collected on questionnaires sent to 662 persons selected from membership lists of nine organizations in the communication research field and 517 persons from the National Science Foundation's "National Register of Scientific and Technical Personnel" (1966). The strongest predictor was found to be the extent of utilization of interpersonal contact with other researchers. Other consistent predictors were impersonal contact, number of professional memberships, level of education, recency of highest degree, and attendance at conventions. The major implication of the study is that research productivity increases with increased facilitation of interpersonal contact among researchers. In Appendix A the questionnaire items and response percentages are presented. Appendix B gives the data in table form. Appendix C is a factor analysis of 55 variables. (CC)

ED 023 435

LI 001 046

Tauber, Maurice F., Ed. And Others

The Dewey Decimal Classification: Outlines and Papers Presented at a Workshop on the Teaching of Classification (December 8-10, 1966).

Columbia Univ., New York, N.Y. School of Library Service.

Pub Date 68

Note-127p.

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors-Administration, *Classification, *Educational Problems, Libraries, *Library Education, *Library Technical Processes, *Teaching Methods, Workshops

Identifiers-*Dewey Decimal Classification

An invitational workshop concerned with the teaching of the Dewey Decimal Classification was attended by teachers of classification in accredited library schools and administrative officers from libraries and other organizations who have expertise in the Decimal Classification and its applications. The outlines and papers prepared for discussion consider a number of problems which arise in the teaching of the Dewey system in library schools today. Topics covered include: (1) the current role of classification systems in libraries, (2) problems associated with teaching characteristic Decimal Classification features and the schedules, (3) the availability of multiple editions of Dewey, (4) the application of the system to collections of library materials for children and schools, (5) use of centralized cataloging service, (6) teaching the administration of classification activities in libraries, (7) current teaching methods, and (8) the expectations of administrators concerning the preparation of students for careers in cataloging and classification. (JB)

ED 023 436

LI 001 047

Kuncalitis, Yadviga

Union Catalogs and Bibliographic Centers; A State-Of-The-Art Review.

Case Western Reserve Univ., Cleveland, Ohio. School of Library Science.

Spons Agency-Ohio State Library, Columbus.

Pub Date 68

Note-19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors-*Bibliographies, Catalogs, Libraries, *Library Cooperation, Library Reference Services, *Library Services, *Literature Reviews, *Union Catalogs

This study, prepared as a part of a comparative study of the Cleveland and Columbus Union catalogs (LI 000 788), reviews the literature on the subject since 1956 under the headings: (1) historical overview, (2) functions of a union catalog, (3) operational costs, and (4) new technology. A bibliography of 32 items is appended. (RP)

ED 023 437

LI 001 073

Duchac, Kenneth F.

A Library Service Center for Suburban Maryland County Library Systems, Anne Arundel, Baltimore, Montgomery, Prince George's; An Establishment Proposal.

Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Library Services and Educational Facilities.

Pub Date 68

Note-68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors-Automation, Book Catalogs, Cataloging, *Centralization, Costs, Financial Support, Legislation, Library Acquisition, *Library Cooperation, *Library Networks, *Library Technical Processes, Personnel Needs, *Public Libraries

Identifiers-*Maryland

Based on a year of inquiry and consultation, this report of the Suburban Maryland Project confirms the feasibility of cooperative technical service functions for the four public library systems of suburban Maryland. It is recommended that the proposed Library Service Center be assigned the ordering, acquisition, cataloging, preparation for book catalog input, and processing operations for the library systems. A variety of methods for handling the Center's work were explored and the methods responsive to the systems' needs are recommended and described. Topics covered include: legal considerations, organization of the Center, personnel and staff, space requests, scope of the Center's operation, cost estimates, financing the Center, and prospects for expansion of operations. Appendixes include proposed legislation to provide for establishment of cooperative library service centers, a compilation of data on current practices in technical services sections, and excerpts from "Cooperative Processing Center-System Outline," Heliodyne Corporation, June, 1968. (JB)

ED 023 438

LI 001 075

Lindahl, Ruth G. Berner, William S.

Financing Public Library Expansion; Case Studies of Three Defeated Bond Issue Referendums.

Illinois State Library, Springfield; Illinois Univ., Urbana. Library Research Center.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-R-Ser-13

Pub Date Jul 68

Note-71p.

EDRS Price MF-\$0.50 HC-\$3.63

Descriptors-*Bond Issues, Citizen Participation, *Construction Programs, Elections, Facility Expansion, *Financial Support, Political Power, Power Structure, Public Opinion, Public Relations, *Voting

Identifiers-*Illinois

This report on the sequence of events and administrative decisions leading up to voter action on public library bond issues presents a description of the process that each of three Illinois cities went through. In two of the three cities a new library has not been built because the bond issue referendums were defeated by the voters. In the third city, voters approved the bond issue in its second referendum. The descriptions of the processes are followed by a comparative discussion of each element in these processes. The results of the analysis have been generalized and are presented as flow charts, along with other conclusions drawn from these three experiences. Suggestions for a successful campaign, based on this examination, involve: anticipation of opposition; use of a citizens' committee; a good knowledge of local politics; approaching the community power structure before the campaign opens; use of opinion polls; advice and technical assistance from the American Library Association; retaining professionally trained public relations personnel; and a continuous effort to explain and demonstrate how a public library can serve its community. (Author/JB)

ED 023 439

LI 001 077

Rike, Galen E.

Statewide Library Surveys and Development Plans; An Annotated Bibliography, 1956-1967.

Illinois Univ., Urbana. Library Research Center.

Spons Agency-Illinois State Library, Springfield.

Report No-R-Ser-14

Pub Date Oct 68

Note-110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors-Annotated Bibliographies, *Bibliographies, Government Role, Libraries, Library Cooperation, *Library Facilities, *Library Services, *Library Surveys, Literature Reviews, Program Planning

This annotated bibliography of statewide surveys and development plans lists 132 items published between 1956 and 1967. Criteria for selection included: (1) all surveys and separately published development plans with statewide coverage including, but not restricted to, public libraries and (2) all such surveys and plans covering less than an entire state if they provided what amounted to statewide coverage when taken collectively, or if they were primarily concerned with, and directly related to, planning being done on a statewide basis. Entries are arranged alphabetically by state and chronologically within each state. Annotations are quite extensive and include such information as impetus and support for the study, its purpose and scope, the methodology, and a summary of the major findings and recommendations. An appendix lists 13 more surveys published or expected to be published in 1968. (RP)

ED 023 440

LI 001 083

Schwab, Bernard, Comp.

Libraries in Transition: Responses to Change.

Selected Papers from North Central Library Conference (Milwaukee, October 11-14, 1967).

Wisconsin Library Association, Madison.

Spons Agency-North Central Library Conference.

Pub Date 68

Note-66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors-Conferences, *Federal Legislation, *Libraries, Library Cooperation, *Library Education, Library Research, *Manpower Needs, Recruitment, *Social Change

This report includes selected papers and edited discussions recorded during the North Central Library Conference of 1967. Topics discussed include: changing perspectives in librarianship; legislation and changing library needs; library personnel needs, recruitment, and training problems; library cooperation; research in reference service; and libraries and contemporary social concerns. (JB)

ED 023 441

LI 001 086

Ali, Franz L. Herschman, Arthur

Plans for a National Physics Information System.

American Inst. of Physics, New York, N.Y.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-NSF-GN-710

Note-58p.

Available from-Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-178 745, MF \$0.25, HC \$3.00).

Document Not Available from EDRS.

Descriptors-Automation, *Classification, Computers, Documentation, Indexing, *Information Dissemination, *Information Storage, *Information Systems, Periodicals, *Physics

Identifiers-AIP, *American Institute of Physics, Physics Abstracts

Against a background of widespread interest in national information systems, the American Institute of Physics is developing such a system for physics. This program pivots on the design of a new classification system for physics which is to be used, in conjunction with free-language index terms, for the intellectual organization of the physics literature. Classifying, indexing and abstracting are to be done by the authors under the scrutiny of referees and editors. The AIP journals—a significant portion of the world's physics journal literature—are to be produced by computer-aided photocopying. The requisite computer tape furnishes, as a byproduct, the input to a computer store of information about the AIP-generated primary physics literature. Another byproduct of the same tape is input to Physics Abstracts; and in exchange, computer-readable information on non-AIP journals is to be obtained from Physics Abstracts. The computer

store contains bibliographic information, classification, index terms, citations and possibly abstracts. From this store a variety of services can be derived, including published indexes and bibliographies, copies of computer tapes, remote on-line access to the computer store, selective dissemination of information, and special searches on demand. A report on "A Faceted Classification Scheme for Physics" by A. Hirschman and others is appended. (Author)

ED 223 442

LI 001 089

Stevenson, Grace Thomas

Arizona Library Survey; A Comprehensive Study of Library Services in Arizona with a Projection for Future Services.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.

Pub Date Jan 68

Note-272p.

EDRS Price MF-\$1.25 HC-\$13.70

Descriptors-College Libraries, Legislation, *Library Cooperation, *Library Services, *Library Surveys, Public Libraries, School Libraries, Special Libraries, *State Libraries, University Libraries

Identifiers-Arizona

This survey of Arizona library services includes an examination of the current library situation in the state, a forecast of future needs and the resources required to meet them, and a comprehensive plan for statewide library services. Procedures for the study involved questionnaires sent to all types of libraries in the state and each school district with a district library consultant or coordinator, visits to 32 libraries, two advisory committees, and a seminar attended by the advisory committees, the survey and state library staffs, and special library consultants. It was found that Arizona libraries are unable to meet the requirements of a rapidly increasing population. Recommendations for a cooperative, statewide system of library services, with the State Department of Library and Archives as the focal point, cover: state level services, district reference and service centers, district sub-centers, a statewide advisory council, strengthening the state library agency, defining roles and improving all types of libraries, needed legislation, recruitment and library education, library standards, and a program for public information. Appendices include names of advisory committee members, the questionnaires and materials check lists used in the survey, and a 51 item bibliography. (JB)

ED 223 443

LI 001 116

A DDC Bibliography on Cost/Benefits of Technical Information Services and Technology Transfer.

Defense Documentation Center for Scientific and Technical Information, Alexandria, Va.

Report No-DDC-TAS-68-29

Pub Date Jul 68

Note-301p.

Available from-Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-672 500, MF \$0.65, HC \$3.00).

Document Not Available from EDRS.

Descriptors-Annotated Bibliographies, *Bibliographies, *Cost Effectiveness, Costs, *Information Centers, *Information Services, *Information Systems, Information Utilization, Research Utilization, Technology

This bibliography is a compilation of literature existing in both the government and public sectors and concerning Cost/Benefits of Technical Information Services and Technology Transfer. Not only was the cost-benefit to the user reflected, but consideration was given to the initial cost of information collections, the cost of processing the information and the cost of the flow of this information to the user. Cost-benefit was therefore considered as a trade-off between the expenditures for processing services and the benefit to the user. Technology transfer was considered as communication from one field to another for practical use of technology. The 218 Unclassified-Unlimited references are divided into two parts: Technical Information Services and Technology Transfer. Each part is arranged into four sections by source: DoD; Federal (non-DoD) and state services; Commercial and non-profit organizations and universities, and General. Within each source, the references are arranged in chronological order. Three indexes, Corporate Author, Personal Author and Title, are appended. (Author)

ED 223 444

PS 000 635

Almy, Millie

Spontaneous Play: An Avenue for Intellectual Development.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date 66

Note-15p.; Paper read at Ontario Nursery Education Association, 1965.

Journal Cit-The Bulletin of the Institute of Child Study; v28 n2 1966

Document Not Available from EDRS.

Descriptors-*Activity Learning, *Child Development, Classroom Materials, *Cognitive Development, Cognitive Processes, Discovery Processes, Early Childhood Education, Learning Processes, Mental Development, *Nursery Schools, Preschool Curriculum, Self Actualization, *Spontaneous Behavior

It is generally conceded that there is much for a child to learn while attending nursery school, but the teacher is often unsure as to what type of curriculum or program will best assure such learning. Specifically, although play has been part of all nursery school programs, it is questioned whether spontaneous play (that is, relatively unstructured play) has been used to its fullest advantage. Spontaneous play is not completely unstructured, as it occurs in the nursery classroom, for it must be responsive to the nature of the equipment or play-objects available. If it is understood how important spontaneous play is in the intellectual and cognitive development of the child, it will be easier to choose and provide toys and play-objects that have significant teaching potential; for example, blocks of various colors or sizes contribute to the fundamental discrimination and concept learning that occurs from the third to the fifth or sixth year of life. The range of toys provided must reflect not only the needs of many individual tastes and interests, but the many levels of development represented in a nursery school class. Both the psychoanalytic and the Piaget view of the value of play support the need of spontaneous play in early childhood education. The psychoanalytic view is that play allows the child to work out his emotions while forcing him to use his reasoning and creative abilities. Piaget sees play as a means of transition of the child from egocentrism to socialization and objectivization. (WD)

ED 223 445

PS 001 083

Shipman, Virginia C. And Others

Head Start Evaluation and Research Center, The University of Chicago. Annual Report, 1966-1967.

Chicago Univ., Ill. Head Start Evaluation and Research Center.

Spons Agency-Institute for Educational Development, New York, N.Y.; Office of Economic Opportunity, Washington, D.C.

Report No-OEO-1410

Pub Date 30 Nov 67

Note-227p.

EDRS Price MF-\$1.00 HC-\$11.45

Descriptors-Academic Achievement, American Indians, *Annual Reports, Behavior Patterns, *Cognitive Development, Economic Factors, Intelligence, Interaction, Negro Mothers, *Parent Influence, *Preschool Children, Preschool Teachers, *Socioeconomic Influences, Test Selection, Verbal Communication

Identifiers-*Head Start, Seminole Indians

This document contains six studies concerned, primarily, with the effect of maternal influences and attitudes on preschool children. The subjects were lower class Negroes, whites, and Seminole Indians. The titles of the studies and the accession numbers of the individual abstracts are as follows: (A) Maternal Influences Upon Development of Cognition (PS 001 238), (B) Maternal Antecedents of Intellectual Achievement Behaviors in Lower Class Preschool Children (PS 001 239), (C) Cognitive Interaction Between Teacher and Pupil in a Preschool Setting (PS 001 240), (D) The Interaction of Intelligence and Behavior as One Predictor of Early School Achievement in Working Class and Culturally Disadvantaged Head Start Children (PS 001 241), (E) Comparative Use of Alternative Modes for Assessing Cognitive Development in Bilingual or Non-English Speaking Children (PS 001 242), and (F) Socialization into the Role of Pupil (PS 001 243). (WD)

ED 223 446

PS 001 084

Willerman, Emily G. And Others

A Digest of the Research Activities of Regional Evaluation and Research Centers for Project Head Start (September 1, 1966 to November 30, 1967).

Institute for Educational Development, New York, N.Y.

Spons Agency-Office of Economic Opportunity, Washington, D.C.

Report No-OEO-1410

Pub Date 15 Jan 68

Note-159p.

EDRS Price MF-\$0.75 HC-\$8.05

Descriptors-*Children, Concept Formation, Demography, Emotional Development, Family Influence, Intelligence Tests, Interaction, Intervention, Language, Learning, Measurement, Parent Participation, *Parents, Perception, *Program Evaluation, *Research, *Research Reviews (Publications), Social Development, Social Organizations

Identifiers-*Head Start Evaluation and Research Centers

A summary of the research activities of 13 Head Start regional evaluation centers is presented in three sections: research on children, research on parents and families, and research on classrooms, teachers, and social organizations of Head Start centers. Studies are grouped under appropriate subheadings, such as "language" or "learning," and summarized. Investigators' names, the university at which the work was done, and the purpose, method, and results of the study, as well as implications for further research, are included for each project. An appendix supplies the address, director's name, and university affiliation of each Evaluation and Research Center. A table of contents of the final reports of the universities are supplied, as well as an author index to the actual studies within this digest. (MS)

ED 223 447

PS 001 167

Grossman, Bruce D.

Extra-Curricular Parent-Child Contact and Children's Socially Reinforced Task Behavior.

Pub Date [63]

Note-12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors-*Affection, Grade 1, Middle Class, *Parent Influence, *Parent Student Relationship, *Reinforcement, Response Mode, *Task Performance

The purpose of this study was to determine if children with warm social contact with their parents (noncaretaking functions) are more responsive to social reinforcement than are children who are deprived of such contact. Data was gathered from interviews with mothers, who described the amount and quality of both parents' contact with the child. The sample of middle class children, 13 girls and 14 boys, performed a task twice. Responses were measured before and after social reinforcement. For girls, the results showed a positive direct relationship between warm social contact and initial response rate but not between parental contact and social reinforcement. In contrast, boys who had less warm social contact were higher in initial response rate and more responsive to social reinforcement. The results are discussed in terms of sex differences and different schools of thought concerning amounts of social contacts parents give to children. A bibliography is included. (JS)

ED 223 448

PS 001 168

Elliott, David L.

Promising Directions for Research and Development in Early Childhood Education.

Pub Date 15 Mar 66

Note-16p.; Paper based on presentation to Seminar on Programs for Children Under Six, ASCD Conference, San Francisco, Calif., March 15, 1966.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors-*Child Development, Child Development Specialists, Compensatory Education Programs, Curriculum Development, *Early Childhood Education, Educational Research, Evaluation Methods, Instructional Improvement, *Research, *Research Needs

A survey of research and development studies currently needed in early childhood education stresses child development and its relation to instruction. Topics which have been discussed are

perception, oral language, concept formation, learning set, motivation, and the psychology of learning. Universities and public school systems working together in longitudinal research studies of teacher-pupil interaction, curriculum effectiveness, and instructional methods will provide information to be built into educational action programs. Since children develop both through maturation and interaction with environmental stimulation, specific instruction for cognitive, language, and perceptual development is presently being given in compensatory preschool programs. Followup-study results from these programs, as well as from research projects, should be used to revise and improve future instructional schemes. A review of the literature of curriculum development for kindergarten children and a bibliography of early childhood studies are provided. (MS)

ED 023 449 PS 001 169

Ilg, Frances L. Ames, Louise Bates
School Readiness, Behavior Tests Used at the
Gesell Institute.
Pub Date 64
Note-399p.

Available from-Harper and Row, Publishers,
Keystone Industrial Park, Scranton, Pa. 18512
(\$8.95).

Document Not Available from EDRS.

Descriptors-Administrator Role, *Behavior Development, Behavior Rating Scales, Cognitive Development, Diagnostic Tests, Early Childhood, *Individual Development, Learning Readiness, Maturity Tests, Motor Development, Parent Role, Preschool Tests, *Readiness, *Student Placement, Teacher Role, *Testing Programs

Identifiers-Gesell Development Examination, Gesell Institute of Child Development

This combined text and manual presents the basic educational viewpoint of the Gesell Institute, that children should be entered in school (and consequently grouped and promoted) on the basis of their developmental or behavioral age, not on the basis of their chronological age or IQ. The introduction describes the research in which the Institute studied its theory. The main part of the book depicts the various aspects of the Institute's developmental test, describing its administration, evaluating the results, and defining its use in determining school readiness. Also, the results are used to demonstrate the concept of the existence of a specific age, such as 7-year-oldness. A section is devoted to parents, teachers, and administrators to help them understand the function of the testing and how it can help the child. A bibliography and several appendixes are included. (JS)

ED 023 450 PS 001 176

Hagen, John W. Sabo, Ruth
Central and Incidental Learning in Children.
Michigan Univ., Ann Arbor. Center for Human
Growth and Development.

Spons Agency-National Inst. of Child Health and
Human Development, Bethesda, Md.
Pub Date 15 May 68
Note-13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors-*Age Differences, *Attention Control, Cognitive Development, *Discrimination Learning, Elementary School Students, Incidental Learning, Language Role, Learning Processes, Pictorial Stimuli, *Recall (Psychological)

Earlier studies found that recall scores of information central to the task increased with age while incidental information recall scores remained constant. This study repeated the earlier ones modifying procedures of instructions, testing, and schedule of recall. Also, it tested the effect of labeling pictorial stimuli. The sample of 253 children were to learn to discriminate either content or position of presented pictures as central information. The sample was divided by three age groups, 7 to 9, 10 to 11, and 12 to 14. These groups were further subdivided into four groups. The first group received more ambiguous directions than did the other groups. The second group was tested on a balanced schedule of recall. The third group was shown names of animals, while the fourth group was shown numbers designating positions of pictures. The results showed that (1) as before, content recall scores increase with age, (2) more ambiguous directions led to less selectivity at all ages, (3) a balanced

schedule of recall was effective at an older age, (4) labeling depresses incidental information scores at all ages, and (5) name labeling is more effective than numerical labeling, but not at a significant level. A bibliography and tables are included. (JS)

ED 023 451 PS 001 179

A Study of Visual Perceptions in Early Childhood.
Western New Mexico Univ., Silver City.
Spons Agency-Office of Education (DHEW),
Washington, D.C.

Report No-OEO-2400

Pub Date [67]

Note-95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors-American Indians, Conservation (Concept), *Cultural Disadvantage, Cultural Factors, Ethnic Groups, Interaction, Mexican Americans, Perception Tests, Perceptual Development, *Preschool Programs, *Rural Youth, Sensory Training, Space Orientation, *Visually Handicapped, *Visual Perception
Identifiers-Frostig Visual Perceptions Test, *Project Head Start

Over a period of three years a group of 510 rural children participated in a study of visual perceptions, including eye motor coordination, discernment of figures in a ground pattern, form constancy, position in space, and spatial relations, as measured by the Frostig Visual Perceptions Test. Visual perceptions of children of other cultures were compared to those of children of the dominant Anglo-Saxon culture. The relationship of visual perceptions to cultural deprivation was also studied. The development of children's visual perceptions over a period of 18 to 25 months and the effectiveness of various types of programs in improving a child's visual perceptions were investigated. Results of testing showed that all rural children scored low in form constancy. Culturally deprived children scored lower in all perceptions, but visual perception handicaps were sometimes as great as eight times that of control group children. The value of the Frostig developmental training program was demonstrated. Pupil progress was retained for at least one academic year. The study concludes that visual perception handicaps result from cultural deprivation rather than from participation in a nondominant culture. Implications are that rural children would benefit from form constancy training during their first year at school. (MS)

ED 023 452 PS 001 180

Kerpelman, Larry C.
Stimulus Dimensionality and Manipulability in
Visual Perceptual Learning.
Spons Agency-Society for Research in Child
Development, Lafayette, Ind.

Pub Date Jun 67

Note-10p.

Journal Cit-Child Development; v38 n2 p563-71
Jun 1967

Document Not Available from EDRS.

Descriptors-*Age Differences, *Discrimination Learning, Grade 1, Kindergarten Children, Learning Theories, Object Manipulation, *Preschool Children, Sensory Training, *Visual Discrimination, Visual Learning, Visual Perception, *Visual Stimuli

Four-, five-, and six-year-old children were used as subjects in this investigation. There were 192 experimental and 96 control children used, divided equally between the three age groups. The experimental children received a 1-minute pretest exposure procedure in which 1/4 of the children observed 4 two-dimensional stimuli (irregular pentagons), 1/4 observed 4 three-dimensional stimuli, 1/4 manipulated the two-dimensional stimuli, and 1/4 manipulated the three-dimensional stimuli. The control group received no pretest condition. The test condition given to all children involved choosing the one of four comparison stimuli that matched a standard stimulus. For half of each group, experimental and control, the stimuli were two-dimensional, and for the other half, three-dimensional. The results indicated that there was a significant age main effect; that is, the older they were, the faster the children learned the test task. Also, children found it easier to discriminate among two-dimensional stimuli than among three-dimensional stimuli. The absence of a significant main effect of pretest exposure to stimulus dimensionality and/or of exposure to a manipulation condition was contrary to the experimental hypothesis. No

significant difference was found between the experimental group and control group in discrimination learning ability. (WD)

ED 023 453 PS 001 181

Holmes, Monica Bychowski And Others
Interaction Patterns as a Source of Error in
Teachers' Evaluations of Head Start Children.
Final Report.

Associated YM-YWHA of Greater New York,
N.Y.

Spons Agency-Office of Economic Opportunity,
Washington, D.C.

Report No-OEO-4152

Pub Date 5 Aug 68

Note-67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors-*Behavior Patterns, Behavior Rating Scales, *Behavior Standards, Culturally Disadvantaged, Factor Analysis, Intelligence Differences, *Intelligence Level, Middle Class, Middle Class Values, Peer Relationship, Predictive Measurement, *Preschool Children, Teacher Evaluation, *Teacher Rating
Identifiers-Caldwell Preschool Inventory, PPVT, *Project Head Start, Stanford Binet

In an effort to determine whether intelligence and school readiness could be estimated from observing behavior and if middle class Head Start teachers ranked highly those pupils whose behavior resembled middle class behavior, the behavior patterns of 36 Head Start pupils were compared with their teachers' ranking of perceived intelligence and school readiness and with behavior patterns of 32 middle class and 40 upper-middle class children, all approximately age 4. The children's intelligence and school readiness were measured by standardized tests. Behavior patterns were observed on two schedules: continuous and summary. The results showed that (1) intelligence and school readiness were not correctly predicted from different types of behavior patterns, (2) while there was no difference in behavior among those Head Start pupils with actual intelligence differences, the behavior of those perceived to be brighter closely resembled middle class behavior, and (3) behavior patterns of all Head Start pupils were similar, regardless of actual school readiness. The data were tabulated, and suggestions were made for a replica study. A manual for using the observation schedule is included. (JS)

ED 023 454 PS 001 183

Pierce-Jones, John And Others

Final Report on Head Start Evaluation and
Research: 1967-68 To the Office of Economic
Opportunity. Section I: Part A, Middle Class
Mother-Teachers in an Experimental Preschool
Program for Socially Disadvantaged Children.

Texas Univ., Austin. Child Development Evaluation
and Research Center.

Spons Agency-Office of Economic Opportunity,
Washington, D.C.

Report No-OEO-4202

Pub Date Jun 68

Note-59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors-Acculturation, Achievement Gains, Achievement Tests, *Culturally Disadvantaged, Experimental Programs, Intelligence Tests, *Lay Teachers, Mexican Americans, *Middle Class Mothers, Motivation, Negroes, *Preschool Children, Preschool Programs, *Program Evaluation

Identifiers-Aronson Test, CPI, Marble Game, *Project Head Start, Torrance Tests of Creative Thinking, Wechsler Preschool Test, Wechsler Primary Scale of Intelligence Test

A short term preschool readiness program was designed in 1967 to employ nonpedagogically trained middle class mothers as teachers for preschool disadvantaged children. The children chosen for this study were 43 Mexican-Americans and five Negroes from lower class families. Three classrooms, consisting of 12 children and three mothers each, were established. The remaining 12 children became part of a novel "home acculturation" group in which the children, in groups of four, went to the mother-teacher's home for the whole 6-week summer program. All children were administered intelligence tests during the first and sixth weeks of the program. A control group was tested and the results compared to the experimental group, but it was not possible to say that the two groups had similar entering abilities, and the test scores' analysis was inconclusive.

The scores from the two experimental programs showed an increase from pretesting to posttesting but no significant differences between programs. An overall gain in achievement motivation was found for all children, although there was a significantly greater gain for those initially low in motivation on the pretests. No significant differences were found between the experimental and control groups. (WD)

ED 023 455 PS 001 184

Pierce-Jones, John Jones, Joanna
Final Report on Head Start Evaluation and Research: 1967-68 to the Office of Economic Opportunity, Section I: Part B, Accuracy of Self-Perception among Culturally Deprived Preschoolers.

Texas Univ., Austin. Child Development Evaluation and Research Center.

Spons Agency-Office of Economic Opportunity, Washington, D.C.

Report No-OEO-4202

Pub Date Jun 68

Note-17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors-Enrichment Experience, Enrichment Programs, *Identification (Psychological), Individual Development, *Lay Teachers, *Personality Development, *Preschool Programs, *Self Actualization, Self Concept, Self Evaluation, Social Influences, Student Teacher Ratio, Teacher Role

Identifiers-Doll Self Point Task, *Project Head Start, Self Drawing Task

Seventy culturally deprived preschool children, primarily of Mexican-American ethnicity, were chosen to participate in this study of self-perception. One of the most important aspects of a child's personality development concerns the conceptions he has of himself. It is posited that two important influences upon these conceptions are (1) interpersonal relationships and (2) physical environment. To test these postulates, 39 of the subjects of this study were placed in an experimental class presided over by mothers with no teacher training and with a ratio of one adult to four children. The remaining preschoolers attended a regular Head Start class. It was hypothesized that all subjects would demonstrate greater sensitivity to their own selves at the conclusion of the 6-week summer program than they had at the beginning and that the children in the experimental class would show a more significant change in accuracy of self-perception than the others because of the low adult-child ratio. A Doll-Self Point task and a Draw-A-Person task were used as pretests and posttests. The results from these tasks supported the first part of the hypothesis and, with reservations, the second part. Although the experimental class group showed significantly greater increases in self-drawing scores, they also had higher pretest scores. (WD)

ED 023 456 PS 001 243

Shipman, Virginia C. Hess, Robert D.
Head Start Evaluation and Research Center, The University of Chicago. Report F, Socialization into the Role of Pupil.

Chicago Univ., Ill. Head Start Evaluation and Research Center.

Spons Agency-Institute for Educational Development, New York, N.Y.; Office of Economic Opportunity, Washington, D.C.

Report No-OEO-1410

Pub Date 30 Nov 67

Note-15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors-Academic Achievement, American Indians, *Annual Reports, *Cognitive Development, Cognitive Tests, Interviews, *Mother Attitudes, *Parent Influence, Preschool Children, Questionnaires, Rural Youth, Urban Youth

Early childhood experience is often crucial in establishing the cognitive and affective structures of the child. In particular, the preschool experience of the lower class child establishes patterns of responsive behavior and ways of relating to the authority structure of the school which are not conducive to academic learning and prevent the child from taking full advantage of the cognitive experiences available. The influence on the child of his mother's attitudes is the subject of this study. Mothers have been grouped into two types for this study: (1) status oriented mothers, who emphasize the difference in status and power between the child and the teacher and offer com-

pliance and docility as techniques for the child to deal with the classroom situation, and (2) the person oriented mother, who sees less distance between herself and the school and is thus less concerned with obedience and more concerned with cognitive development. The population investigated in this study was urban and rural Negro, white, and Seminole Indian families. Eight predictions were made concerning the effect of the mother's attitude on the child's performance on various cognitive tests. The data analysis is not yet complete. An appendix following the study presents a parent attitude questionnaire. (WD)

ED 023 457 PS 001 246

Pierce-Jones, John And Others

Final Report on Head Start Evaluation and Research: 1967-68 to the Office of Economic Opportunity, Section I: Parts A and B.

Texas Univ., Austin. Child Development Evaluation and Research Center.

Spons Agency-Office of Economic Opportunity, Washington, D.C.

Report No-OEO-4202

Pub Date Jun 68

Note-81p.

EDRS Price MF-\$0.50 HC-\$4.15

Descriptors-Achievement Gains, *Culturally Disadvantaged, *Experimental Programs, *Lay Teachers, Mexican Americans, *Middle Class Mothers, Motivation, Negroes, *Personality Development, Preschool Children, Program Evaluation, Self Concept, Social Influences, Teacher Role

Identifiers-*Project Head Start

This document is section one of a final report on Head Start Evaluation and Research for 1967-68 by the Child Development Evaluation and Research Center of the University of Texas at Austin. This section is composed of two studies: (A) Middle Class Mother-Teachers in an Experimental Preschool Program for Socially Disadvantaged Children (PS 001 183) and (B) Accuracy of Self-Perception Among Culturally Deprived Preschoolers (PS 001 184). (WD)

ED 023 458 PS 001 247

Espinosa, Renato

Final Report on Head Start Evaluation and Research: 1967-68 to the Office of Economic Opportunity, Section II: Achievement Motivation and Patterns of Reinforcement in Head Start Children.

Texas Univ., Austin. Child Development Evaluation and Research Center.

Spons Agency-Office of Economic Opportunity, Washington, D.C.

Report No-OEO-4202

Pub Date Jun 68

Note-124p.

EDRS Price MF-\$0.50 HC-\$6.30

Descriptors-*Aspiration, Family Influence, Low Motivation, Mexican Americans, *Motivation, Motivation Techniques, Negroes, *Personality Development, Positive Reinforcement, *Preschool Children, *Program Effectiveness, Questionnaires, Rating Scales

Identifiers-Aronson Test, Level Of Aspiration Test, McClelland Achievement Motive, *Project Head Start, Winterbottom Questionnaire

Eighty-six Negro and Mexican-American children were divided into experimental and control groups in a study designed to learn the effects of an 8-week summer Head Start program on the achievement motive of these children. The study was based on McClelland's theory of achievement motive and the models of Atkinson and Aronson. Children were pretested and posttested with the Aronson and Level of Aspiration Tests. Data concerning teachers was collected on the Observer's Rating Form. Mothers filled in the Winterbottom Questionnaire. Both ethnic groups of children made gains in achievement motive. The total Head Start experience was apparently responsible for the change in subjects towards motive to avoid failure. Head Start reinforcement practices were more structured and systematic than is common to lower class parents' practices. Type of reinforcement is associated with the development of the achievement motive. Because teacher aides spend much time with the children, a workshop on the nature and effects of reinforcement is recommended as part of any future aide training program. Facsimiles of the Spanish and English questionnaire forms and the rating scale are in the appendixes. (MS)

ED 023 459 PS 001 248
Learning and Teaching, Grades N-9 (Emphasis on Early Childhood).

Fordham Univ., Bronx, N.Y. School of Education.

Pub Date [67]

Note-62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors-Annotated Bibliographies, College Curriculum, *Course Descriptions, Educational Theories, Elementary Grades, *Intermediate Grades, *Learning Theories, Student Teachers, *Teacher Education Curriculum, *Teaching Methods

A curriculum unit was developed to teach apprentice teachers the theories underlying the teaching-learning process and their relationship to classroom application. The university supervising teacher, subject area specialists, and the cooperating classroom teacher would work with the apprentice teacher as she learned specific techniques of teaching and classroom management and practices. The model, rationale, and an extensive bibliography for the course are included in this syllabus. Although most of the material is directed towards teachers of middle grades, general methods which could be used by teachers working in any age group are also described. (MS)

ED 023 460 PS 001 261

Nurseries in Cross-Cultural Education. Progress Report.

Frederick Burk Foundation for Education, San Francisco, Calif.; San Francisco State Coll., Calif.

Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Jun 68

Note-121p.

EDRS Price MF-\$0.50 HC-\$6.15

Descriptors-Caucasians, Community Involvement, Cultural Awareness, Culturally Disadvantaged, Family Involvement, Middle Class, *Program Descriptions, *Urban Education

Identifiers-NICE, *Nurseries In Cross Cultural Education

A 5-year project which focuses upon the processes necessary for initiation and implementation of a cross-cultural nursery school is at its midpoint in operation, with project nurseries having been established and presently operating in the San Francisco area. The family dwellings from which children are drawn consist of approximately equally divided middle-income cooperatively owned housing development units, public housing units, and individual dwellings. The racial composition of the initial child sample enrolled in the three nursery schools included 41 Negro children, 15 Caucasian children, three Oriental children, and six children identified by race as "mixed." Assessment of the total project is being made by identifying behavioral changes, in the children, of factors related to mental health; in the families of the children, of factors related to mental health; and in family utilization of community resources. (EV)

ED 023 461 PS 001 262

O'Leary, K. Daniel And Others

Modification of a Deviant Sibling Interaction Pattern in the Home.

Pub Date 14 Dec 66

Note-9p.

Journal Cit-Behav. Res. & Therapy; v5 p113-20 1967

Document Not Available from EDRS.

Descriptors-Aggression, *Behavior Change, Conditioned Response, *Home Programs, *Operant Conditioning, Parent Child Relationship, Positive Reinforcement, Preschool Children, Rewards, *Siblings, *Socially Deviant Behavior

Experimental modification of destructive and assaultive sibling interaction was carried out within the home environment. Two brothers (6 and 3 years old) were treated through token positive reinforcement techniques in an effort to improve their behavior towards each other. A "time out" from reinforcement procedures involved an isolation period for the sibling practicing destructive behavior. At first the program was carried on by the experimenter, who devised techniques to meet clinical and research needs as the study progressed. When the boys had shown sufficient improvement, the modification techniques were taken over by their mother, under the experimen-

ter's guidance. The children's behavior changed markedly under the reinforcement system and was generalized to other times and situations, according to parental and teacher reports. While the investigators recognize that factors other than behavioral therapy (such as the 3-year-old's improved verbal facility) contributed to the behavioral improvement, they conclude that parents can use modification principles to change deviant behavior in their own children. (MS)

ED 023 462 PS 001 263

O'Leary, K. Daniel Becker, Wesley C.
Behavior Modification of an Adjustment Class: A Token Reinforcement Program.

Illinois Univ., Urbana.

Spons Agency-National Inst. of Health, Bethesda, Md.

Pub Date 67
Note-6p.

Journal Cit-Exceptional Children; v33 p637-42 May 1967

Document Not Available from EDRS.

Descriptors-Behavioral Science Research, *Behavior Change, Classroom Research, *Emotionally Disturbed Children, Grade 3, Operant Conditioning, *Positive Reinforcement, *Reinforcers, *Socially Deviant Behavior, Student Behavior

A base rate of deviant behavior was obtained for the eight most disruptive children in a third grade adjustment class. In a token reinforcement program, the children received teacher's ratings, which were exchangeable for reinforcers such as candy and trinkets. With the introduction of the token reinforcement program, an abrupt reduction in deviant behavior occurred. Delay of reinforcement was gradually increased to 4 days without increase in deviant behavior. The program was equally successful for all children observed, and anecdotal evidence suggests that the children's appropriate behavior generalized to other school situations. (Author)

ED 023 463 PS 001 264

Guidelines for Planning Preschool Programs for Educationally Deprived Children under Title I of the Elementary and Secondary Education Act of 1965.

Texas Education Agency, Austin. Div. of Compensatory Education.

Pub Date 67
Note-27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors-Bibliographies, *Culturally Disadvantaged, Facility Requirements, Personnel Selection, Preschool Children, *Preschool Programs, Program Costs, *Program Guides, *Program Planning

This guideline bulletin was prepared to assist local schools in planning and implementing preschool programs for educationally deprived children. Program objectives and organization (including topics such as pupils, personnel, evaluation, parental involvement, and records) are included. The general characteristics of 4- and 5-year-olds and the educational program best suited for children in this age group are discussed. A description of needed school facilities and an equipment cost estimate are also given. (MS)

ED 023 464 PS 001 267

Fikaart, Len And Others
Bibliography of Research Studies in Elementary School and Pre-School Mathematics.

Georgia Univ., Athens.

Pub Date Jan 66
Note-55p.

EDRS Price MF-\$0.25 HC-\$2.85

Descriptors-*Bibliographies, Curriculum Evaluation, Educational Philosophy, Elementary Grades, *Elementary School Mathematics, Kindergarten, *Mathematics, Mathematics Materials, Mathematics Teachers, *Preschool Education, *Research, Student Attitudes, Teaching Methods, Textbooks

This bibliography is divided into seven sections. The first includes studies on students at various elementary levels, grouping procedures, practices and implications for teaching mathematics, and attitude improvement by effective teaching. Studies in the second section cover teacher training, attitudes, abilities, and level of achievement. Another section provides research information on textbooks, topics for programs, and program comparison (foreign and American). Within this

section, feasibility studies on separate elementary levels and appropriateness studies are included. A fourth section deals with studies on different teaching methods at specific levels and in elementary school in general. Reports on instructional aids are included in this section. Studies on curriculum development are grouped along with those on the philosophy, history, and future of teaching mathematics. Evaluation literature is in the sixth section. A final section gives reviews of research and bibliographies. Most entries are dated in the late 1950's and early 1960's; some are listed more than once, but none are annotated. (JS)

ED 023 465 PS 001 268

Sigel, Irving

Child Development and Social Science Education. Part I: The Problem, Part II: Conference Report.

Merrill Palmer Inst., Detroit, Mich.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date Mar 66

Note-20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors-Child Development, Cognitive Development, Communication Problems, *Concept Teaching, *Curriculum Development, Elementary Grades, *Elementary School Curriculum, *Interdisciplinary Approach, Learning Theories, *Social Sciences, Teaching Methods

Parts I and II of a four-part report on a study of the relevance of existing knowledge about child development to social science curriculum development are combined in this document. Part I explores the problem of inadequate communication between the developmental psychologists and curriculum workers and suggests some directions for cooperative efforts involving the two groups. Part II is an account of a test run of such a cooperative effort in which the findings of developmental psychologists were applied to the specific problems of social science educators. Part II pertains to an age group of 10- and 11-year-olds. (MS)

ED 023 466 PS 001 269

Sigel, Irving Waters, Elinor

Child Development and Social Science Education. Part III: Abstracts of Relevant Literature.

Merrill Palmer Inst., Detroit, Mich.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date Mar 66

Note-91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors-Abstracts, *Annotated Bibliographies, Anthropology, *Child Development, *Curriculum Development, Economics, Political Science, Psychology, *Publications, *Social Sciences, Sociology

Part III of a four-part report contains over 60 annotated abstracts of child development source materials relevant to the construction of social studies curriculums. For this collection, social sciences were defined as anthropology, sociology, economics, political science, and psychology. An accepted operational definition was that a social science concept is any term that is inclusive of a number of things, instances, or events. Abstracts were culled from major journals and other collections of writings concerning social science disciplines. Articles on the content and strategy of teaching social science were chosen on the basis of use to a practitioner, whether classroom teacher or curriculum specialist. (MS)

ED 023 467 PS 001 270

Sigel, Irving

Child Development and Social Science Education. Part IV: A Teaching Strategy Derived From Some Piagetian Concepts.

Merrill Palmer Inst., Detroit, Mich.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date Mar 66

Note-24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors-Classification, *Cognitive Development, Conservation (Concept), *Curriculum Development, *Educational Strategies, Logical Thinking, *Social Sciences, *Teaching Methods, Theories
Identifiers-Piaget

In this fourth part of a study of the relevance of existing knowledge about child development to

social science curriculum development, some tentative suggestions are made for incorporating some of the fundamental ideas of Piaget into a teaching strategy. The ability of children to deal with classifications on the basis of single discrete attributes and their later ability to make multiple classifications and relationships are discussed. Reversibility and reciprocity, as intellectual operations which are necessary prior to multiple classification and conservation understanding are also discussed. (MS)

ED 023 468 PS 001 271

Ross, Alan O. And Others

The Development of a Behavior Checklist for Boys.

Pittsburgh Child Guidance Center, Pa.

Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date Dec 65

Note-16p.

Journal Cit-Child Development; v36 n4 p1013-27 Dec 1965

Document Not Available from EDRS.

Descriptors-*Behavior Rating Scales, *Elementary School Students, Factor Analysis, Factor Structure, Item Analysis, Males, Social Adjustment, *Socialization, *Test Construction, Test Reliability

Identifiers-Pittsburgh Adjustment Survey Scales

The Pittsburgh Adjustment Survey Scales were developed to meet the need for the objective evaluation of the social behavior of elementary school-age boys using the observations of classroom teachers. An initial item pool was reduced to 94 items by an extreme-group procedure (202 subjects). A factor analysis (209 subjects) of the inventory resulted in the isolation of four factors, labeled aggressive behavior, withdrawn behavior, passive-aggressive behavior, and prosocial behavior. Results from other samples are presented concerning test-retest reliability and construct validity. The scales do not reveal age-related change over the grades sampled. (Author)

ED 023 469 PS 001 274

Orpet, R.E. Meyers, C.E.

Six Structure-of-Intellect Hypotheses in Six-Year-Old Children.

Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 66

Note-7p.

Journal Cit-Journal of Educational Psychology; v57 n6 p341-46 1966

Document Not Available from EDRS.

Descriptors-Ability, Ability Identification, Cognitive Ability, *Cognitive Processes, Factor Analysis, *Factor Structure, *Hypothesis Testing, Identification Tests, Intellectual Development, *Kindergarten Children, Memory, *Models, Student Ability

Identifiers-Guilford Structure Of Intellect Model

The study of ability factors in young children has passed the stage of demonstrating that separate factors exist, the effort now being devoted to systematic identification of measurable abilities. This study was designed to confirm some of the tentative abilities demonstrated in other studies and to extend the exploration into memory processes and symbolic content. Six abilities were hypothesized. They have been shown to be well established at the adult level but have not been shown to exist in childhood. In an attempt to demonstrate the existence of these six abilities in children, 100 white kindergarten children, age 6, from middle class homes were administered a battery of 20 tests geared to measure the following hypothesized abilities: (1) visual memory for figural units, (2) auditory memory for symbolic units, (3) convergent semantic production, (4) divergent production of semantic units-ideational fluency, (5) evaluation of figural units, and (6) evaluation of symbolic units. The test results supported the existence of abilities (2), (3), (4), and (5). The remaining two ability domains were not definitely demonstrated. (WD)

ED 023 470 PS 001 275

Minuchin, Patricia

Processes of Curiosity and Exploration in Preschool Disadvantaged Children.

Bank Street Coll. of Education, New York, N.Y.

Spons Agency-Office of Economic Opportunity, Washington, D.C.

Report No-OEO-2403

Pub Date Jun 68

Note-59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors--Behavior Patterns, Cognitive Development, Concept Formation, *Culturally Disadvantaged, *Curiosity, Low Achievement Factors, Measurement Techniques, *Pilot Projects, *Preschool Children, Self Concept, Spontaneous Behavior, Student Interests

Identifiers--Get Set, *Project Headstart

This study was created primarily to explore new techniques and to generate fruitful new hypotheses and procedures for the (1) description of variations in expressed curiosity and constructive exploration among disadvantaged preschool children and (2) assessment of the relationship between such curiosity and exploration and other aspects of the child's dynamic and cognitive development. The study was conducted at two Philadelphia Get Set (Head Start) preschool centers with eighteen 4-year-old Negro children. Data sources were (1) observations of the children in the preschool setting, (2) teacher rankings, and (3) four sessions with the individual children. During the data gathering, special measures were used to assess the child's curiosity and exploration, self-image, perception of adults and environment, and concept formation. The results showed that although the subjects were not as advanced as middle class children, they did divide into high and low developed groups. Those subjects with more active exploratory behavior were more coherent, had more positive images, and had a more adequate concept formation. These children seem to have a good chance to succeed in school, but the less developed children, who appeared to be very disadvantaged, will need significant amounts of added help. (WD)

ED 023 471

PS 001 276

There Is a Better Way. A Premise Points the Way, a Profile with Promise, A Composite of the Survey.

South St. Paul Public Schools, Minn.

Pub Date Jul 68

Note-35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors--Autoinstructional Aids, *Basic Reading, Beginning Reading, Independent Reading, Individualized Reading, *Primary Grades, *Programmed Instruction, Programmed Materials, *Questionnaires, Reading Programs, Surveys, *Teacher Response

Identifiers--Sullivan's Programmed Reading

This document is a brochure published by the South St. Paul Public Schools describing some of the results of a questionnaire-survey of over 200 teachers in Minnesota using Sullivan's Programmed Reading in the primary grades. The brochure is composed of (1) an introductory section which discusses the premise of programmed reading; namely, the individualization of basic reading instruction; (2) a profile of the typical teacher who responded to the questionnaire-survey; and (3) a composite of 158 responses to the survey, including (a) a statistical data showing how the teachers answered the items of the questionnaire, (b) the philosophy and procedures of the teachers, (c) the teachers' personal opinions about the use of programmed reading, and (d) some general comments offered by the teachers. (WD)

ED 023 472

PS 001 217

Bittner, Marguerite L. And Others

An Evaluation of the Preschool Readiness Centers Program in East St. Louis, Illinois, July 1, 1967-June 30, 1968. Final Report.

Southern Illinois Univ., East St. Louis. Center for the Study of Crime, Delinquency, and Corrections.

Spons Agency--Office of Economic Opportunity, Washington, D.C.

Report No-OEO-4078

Pub Date Jun 68

Note-99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors--Academic Performance, Achievement Tests, *Comparative Analysis, Control Groups, *Culturally Disadvantaged, Curriculum Enrichment, Experimental Groups, Preschool Children, Preschool Evaluation, *Preschool Programs, Preschool Tests, Program Descriptions, *Program Evaluation, *Readiness, Standardized Tests

Identifiers--CPI, CTP, East St. Louis, Illinois, Metropolitan Achievement Test, Metropolitan Readiness Test, PPVT, Preschool Readiness Centers, *Project Headstart

Five groups of children were tested, and their test performances were compared. Experimental group one (X-1) consisted of 105 children who had attended a yearlong Preschool Readiness Center program. Experimental group two (X-2) consisted of 93 children who had attended a summer Head Start program. Control groups one and two (C-1 and C-2) consisted of 79 low income children with no preschool training. Control group three (C-3) consisted of 59 middle income children with no preschool experience. All preschool children were tested upon entry into their particular program by means of the Peabody Picture Vocabulary Test, the Preschool Inventory, and the California Test of Personality. All children were tested upon entry into the first grade by means of the above three measures plus the Metropolitan Readiness Test. In May 1968, during the end of their first-grade year, all children were administered the Metropolitan Achievement Test (MAT). A comparison of these results showed that upon entry into the first grade, group X-1 performed the best of all groups on the four measures, with group C-3 second best. Group C-3 scored significantly better than all other groups on the MAT, group X-1 not performing significantly better than X-2, C-1, and C-2. Thus, group X-1's initial superior performance was not sustained over the first year of school. It was discovered that children whose parents did not participate in the programs demonstrated the poorest test performances. (WD)

ED 023 473

24

PS 001 278

Nunnally, Jun C.

Learning of Incentive-Value by Children.

Vanderbilt Univ., Nashville, Tenn.

Spons Agency--Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No-BR-7-D-013

Pub Date Jun 68

Grant-OEG-3-7-070013-3738

Note-21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors--Associative Learning, *Attention Control, Cognitive Processes, *Discrimination Learning, *Elementary School Students, Learning Motivation, Learning Theories, Operant Conditioning, Patterned Responses, Research Proposals, *Rewards, Symbolic Learning, Visual Stimuli

Identifiers--Wisconsin General Test Apparatus

The research concerned the association of neutral objects, such as nonsense syllables, with rewards, such as money and candy, in children. Thirty-six subjects were obtained from grades two through six of local public elementary schools in Nashville, Tennessee. Associations between neutral objects and rewards were formed in a task concerning discrimination learning. Subsequently, measures of the effects of the associations were obtained with respect to verbal evaluation, expectancy of obtaining new rewards, choice behavior, and a variety of aspects of selective attention. In different experiments, parameters of learning, such as magnitude of reward and percent of reward, were investigated. The hypothesized effects were obtained with respect to the dependent measures. Studies of selective attention such as eye movements, were made with respect to a wide variety of stimulus variables concerning different aspects of information, such as novelty. With all types of materials, selective attention was found to be a monotonically increasing function of amount of information in the display. (Author/JS)

ED 023 474

40

PS 001 279

Rubin, Rosalyn Below, Bruce

A Comparison of Pre-Kindergarten and Pre-1st Grade Boys and Girls on Measures of School Readiness and Language Development. Interim Report.

Minnesota Univ., Minneapolis. Dept. of Special Education.

Spons Agency--Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-6-1176

Pub Date 29 Aug 68

Grant-OEG-32-33-0402-6021

Note-19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors--Academic Performance, Behavior Rating Scales, *Kindergarten Children, Language Development, Learning Readiness, Measurement Instruments, *Performance Factors, Performance Tests, *Preschool Children, Preschool Evaluation, *Sex Differences, *Standardized Tests

Identifiers--Behavior Rating Scale, Illinois Test Of Psycholinguistic Abilities, Metropolitan Readiness Tests

Although normative figures of the performance of late kindergarten and entering first grade students on standardized readiness measures are usually available in the test manuals, no such data is available for pupils about to enter kindergarten. In order to obtain such data, 638 kindergarten (P-K) children in Minnesota were tested on three instruments: (1) the Metropolitan Readiness Tests (MRT), (2) the Illinois Test of Psycholinguistic Abilities (ITPA), and (3) the Behavior Rating Scale. Some 570 prefirst-grade (P-1) children were also tested, including 300 of the children tested at the P-K level. It was found that P-K girls did significantly better on the MRT than P-K boys, and girls did better than boys at the P-1 level. Compared with norms available for P-1 children, the P-1 boys in this study fell at the thirty-fifth percentile; the girls, at the forty-second. On the ITPA, neither at the P-K level nor at the P-1 level did there exist overall differences in performance on the basis of sex. It appears, therefore, that the kindergarten experience tends to modify initial performance differences on the basis of sex towards uniformity rather than towards greater divergence in favor of the girls. P-K girls rated higher than the boys on all items of the Behavior Rating Scale, but at the P-1 level there was no significant difference. (WD)

ED 023 475

PS 001 280

Ozer, Mark N. Deem, Michael A.

A Standardized Neurological Examination: Its Validity in Predicting School Achievement in Head Start and Other Populations. Final Report.

Children's Hospital of the District of Columbia, Washington, D.C.; George Washington Univ., Washington, D.C. School of Medicine.

Spons Agency--Office of Economic Opportunity, Washington, D.C.

Report No-OEO-2389

Pub Date Jun 68

Note-52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors--Academic Achievement, Comparative Analysis, Correlation, *Culturally Disadvantaged, Evaluation Methods, Learning Readiness, Negro Students, *Neurological Defects, Neurological Organization, Neurology, *Predictive Measurement, *Preschool Evaluation, Psychomotor Skills, Test Validity

Identifiers--Metropolitan Readiness Test, Neurological Examination, *Project Headstart

A neurological examination has been developed to discover children with physiologically based learning problems who do not manifest asymmetrical functioning. This study attempts to determine the validity of this examination by its accuracy in predicting the performance of children in a summer Head Start program. Validity was determined by comparing the examination results with results of the Metropolitan Readiness Test (MRT) and then testing both groups of predictions by examining the actual performance of the children on the criterion measures; that is, the achievement tests. The subjects of this study were 43 first grade Negro children, half of which had participated in a summer Head Start program and all of which represented a population meeting the criteria for funding by the Office of Economic Opportunity (OEO), and 45 Negro first grade children who were from schools not meeting the OEO criteria. Both groups were administered the Neurological Screening Test, the MRT, certain tests from the Stanford Achievement Battery, and various psychological tests. Although the results of this study indicate that the neurological test was not consistently as good a predictor of school performance as the MRT, it did demonstrate it had predictive value. It should be noted that the neurological test takes about 15 minutes to administer while the MRT takes one to two hours. (WD)

ED 023 476

PS 001 282

Bijker, Roel And Others

Proceedings of the Annual Convention of the Christian Association for Psychological Studies on the Dynamics of Learning Christian Concepts (12th, Grand Rapids, Michigan, March 31-April 1, 1965).

Christian Association for Psychological Studies, Grand Rapids, Mich.

Pub Date 1 Apr 65

Note-106p.

EDRS Price MF-\$0.50 HC-\$5.40

Descriptors-Child Development, *Cognitive Development, Counselor Performance, *Early Childhood, *Emotional Development, Psychiatric Services, Psychological Studies, *Religious Education, Religious Organizations, *Social Development

Two papers in this report deal with early childhood. "Developmental Factors-Early Cognitive Growth" discusses the experimental-analytical and existential-experimental approaches to religious cognitive growth. The second paper, "Developmental Factors-Early Emotional-Social Growth" asserts that emotional and social integrity has to be achieved through progressive but gradual maturation of the personality from infancy onward. (MS)

ED 023 477 PS 001 286

Ames, Elinor W. Silfen, Carole K.

Methodological Issues in the Study of Age Differences in Infants' Attention to Stimuli Varying in Movement and Complexity.

Spons Agency-National Research Council of Canada, Ottawa (Ontario); Public Health Service (DHEW), Washington, D.C.
Pub Date Mar 65

Note-16p.; Paper presented at the biennial meeting of the Society for Research in Child Development in Minneapolis, Minnesota, March, 1965.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors-*Age Differences, Child Development, *Cognitive Development, Eye Fixations, *Infants, Perception Tests, *Perceptual Development, *Visual Discrimination, Visual Perception, Visual Stimuli

Pioneering research has shown that infants are capable of perceptual discrimination and has provided some indication of the nature of the discrimination; that is, what stimuli are differentiable. Studies have demonstrated that significant effects exist, in stimulus-pair comparisons, for age of infant, speed of movement of stimulus during perception, and for the age-speed interaction. The stimulus involved was checkerboard designs. It has been discovered that the looking pattern of infants varies with age. The younger infant takes fewer but longer looks, while the older infant takes more but shorter looks. It has also been found that younger infants are more likely, when finally shifting their gaze, to shift it back to the first stimulus. This factor cuts into the reliability of using pair-comparisons for measuring infant stimulus preference, especially because trial times are often brief (about 30 seconds). It is possible to measure preference by just presenting one stimulus and recording fixation time. It was discovered that 10-week-old children looked at the most complex of three checkerboard stimuli the most and the least complex stimulus the least. This was also found true of 20-week-old children. Eight-week-old children preferred the medium complexity stimulus. A hypothesis now under investigation is that younger than 8-week-old children will look at the least complex stimulus the most. (WD)

ED 023 478 PS 001 292

Peters, Donald L. Stein, Nancy L.

San Mateo County Human Resources Commission
Project Head Start - Summer 1966. An Evaluational Report.

San Mateo County Human Resources Commission, Redwood City, Calif.

Spons Agency-Office of Economic Opportunity, Washington, D.C.

Pub Date 66

Note-214p.

EDRS Price MF-\$1.00 HC-\$10.80

Descriptors-*Compensatory Education Programs, Educational Programs, Enrichment Programs, Manuals, Preschool Children, Preschool Programs, Program Administration, *Program Descriptions, Program Design, *Program Evaluation, *Program Guides, *Program Planning, Resource Guides

Identifiers-California, *Project Headstart, San Mateo County

This handbook is a response to the information problems that may arise in the planning of a Head Start program. It is especially designed for use in San Mateo County, California. It purports to bring together an explanation of the requirements for Head Start programs and suggests how these requirements might best be met with the resources available. Part one of the handbook provides information concerning the requirements of the Office of Economic Opportunity for the

conduct of Head Start programs and a review of some of the activities carried on in behalf of the 1966 summer program in San Mateo County. Part one is subdivided into five chapters: (1) Introduction, (2) Administration, (3) The People of the Program, (4) Other Aspects of Head Start, and (5) Parent Participation. Part two presents the background and results of the comparative and evaluational studies of the overall San Mateo County Head Start program. Several different theories of preschool education were experimented with during the program. The evaluation tells about the gains of the program. Part two is divided into three chapters: (6) Evaluation Measures, (7) Evaluation, and (8) Comparative Study. Appendix A provides a bibliography of preschool education; Appendix B, some sample forms used to collect information on the Head Start children; and Appendix C, some additional statistical tables. (WD)

ED 023 479

PS 001 295

Baer, Donald M.

Reinforcement Grows Up: The Experimental Analysis of Behavior as a Systematic Approach to the Teaching of Developmental Psychology.

Kansas Univ., Lawrence.

Pub Date 66

Note-12p.; Paper presented at the annual meeting of the American Psychological Association, New York, 1966.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors-*Behavioral Science Research, *Behavior Development, Behavior Theories, *Child Development, Course Organization, *Developmental Psychology, Historical Reviews, Individual Development, Input Output Analysis, Interaction Process Analysis, *Operant Conditioning, Review (Reexamination)

An important approach to understanding child behavior and development is the experimental analysis of such behavior. The experimental analysis procedure must be distinguished from related analyses used occasionally. An analysis by anecdote is an analysis based upon the accumulation of recurring associations; for example, B followed by A. This does not assure the existence of a causative relationship. An analysis by correlation is a survey of two anecdotes, (1) if B, then A, and (2) if no B, then no A. But this analysis does not assure that when factors 1 and 2 exist, some factor 3 exists or that both A and B are controlled by C. The experimental method requires that the experimenter manipulate or control A and B in an arbitrary fashion. This reasonably precludes control by some unknown C and reasonably illustrates the causative relationship. The age of a child limits the application of the experimental analysis approach; that is, very young children are generally not available for use in a comprehensively controlled environment. The operant behavior procedure does not require control over a broad range of environmental factors, however, and evidence from such procedures indicates the possibility of investigating child behavior and development through the use of reinforcement, punishment, and extinction contingencies. (WD)

ED 023 480

PS 001 296

Wilson, John A.R.

Long Term Effect of Structured Training on 3 Young Children.

California Univ., Santa Barbara.

Pub Date 11 Mar 66

Note-8p.; Paper presented to the California Educational Research Association, Palo Alto, March 11, 1966.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors-*Behavioral Objectives, Behavior Change, Behavior Problems, Educationally Disadvantaged, Emotional Adjustment, Emotional Maladjustment, Family Problems, *Motivation Techniques, Parent Child Relationship, *Personal Adjustment, Personality Development, *Preschool Children, *Psychoeducational Processes

This report is a brief discussion of the case histories of three preschool children who were participants in an "Exploratory Study of the Effects of Individual Work on the Functioning of Maladjusted Pre-School Children." This exploratory study was concerned with emotional-social learning and developed the hypothesis that certain desirable activities can be associated with pleasure simply by linking the manifestation of

the activity with pleasurable reinforcement. When the linkage is sufficiently well developed, the child can be helped to see the relationship between his pleasure and those activities which provide it. To establish the linkage, preschool children with behavior problems were introduced into a program in which adults observed the child's personality problems and, through reinforcement, attempted to modify the undesirable behavior into desirable behavior. The program was for an hour two times a week for most of a school year. The three case histories of this report include (1) a 3-year-old girl with serious behavior problems and possible retardation, (2) a 3 1/2-year-old boy who had suffered physical deformities and was behind his peers socially and educationally, and (3) a 5-year-old boy who was of normal development physically but came from a poor home environment. Individual goals were set for each child of the study, and it was found that the program did help each child to develop more desirable and self-satisfying behavior. (WD)

ED 023 481

PS 001 299

Palermo, David S.

On Learning to Talk: Are Principles Derived from the Learning Laboratory Applicable?

Pennsylvania State Univ., University Park. Dept. of Psychology.

Spons Agency-National Science Foundation, Washington, D.C.

Report No-Bull-61

Pub Date Feb 66

Note-40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors-Aural Stimuli, Behavioral Science Research, *Language Development, Language Experience Approach, Language Learning Levels, *Language Research, Learning Laboratories, Linguistic Patterns, *Linguistic Theory, Mediation Theory, Overt Response, *Paired Associate Learning, Patterned Responses, Preschool Children, *Research Proposals, Response Mode, Stimulus Generalization

While studies in learning and verbal behavior show that learning comes through paired-associate problems, they do not explain the acquisition of language. Three paradigms demonstrate mediation effect in paired-associate learning: response equivalence, stimulus equivalence, and chaining model. By reviewing children's language acquisition patterns in terms of the three paradigms, several conclusions were reached. A child utters words which are related to his experience. He establishes response and stimulus equivalence paradigms simultaneously. In a response equivalence situation, he learns one response can apply to several stimuli, and in a stimulus equivalence situation, one stimulus is paired with many responses. When learning complex utterances, the child chains equivalence paradigms. The same patterns are applied in learning plurals, tenses, and negatives. In an addendum, the author discusses the positions of a psychologist and a linguist in language acquisition. The psychologist ignores the complexities of the language, oversimplifies imitation, and disregards the relationship between memorizing and meaningful learning. The linguist assumes hierarchical learning but does not test it, and he rejects mediation learning theories. Although maintaining separate goals, the two schools should act jointly to stimulate needed further research in language acquisition. (JS)

ED 023 482

PS 001 301

Stern, Carolyn

The Preschool Language Project. A Report of the First Year's Work.

California Univ., Los Angeles.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date Aug 66

Note-23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors-Auditory Discrimination, *Culturally Disadvantaged, Curriculum Evaluation, *Experimental Programs, *Language Development, Language Usage, Motivation, Preschool Children, *Preschool Curriculum, *Preschool Programs, Test Construction, Test Selection, Visual Discrimination, Vocabulary Development

Identifiers-Childrens Auditory Discrimination Inventory, Draw A Man, Echoic Response Inventory, PPVT, *Project Headstart, Verbal Output Inventory, Visual Perception Inventory

The effect of a formal, structured approach to language development on preschool children is the subject of this project study. From August 1965 to August 1966, 157 programs administered to 1,663 children explored mental ability, auditory and visual discrimination, language use, vocabulary, and motivation. Children attending day care centers, nursery schools, and Head Start classes were tested, and the following observations were noted: (1) children from poor homes have inferior ability to discriminate spoken word sounds; (2) when children are given interesting materials, their verbal output shows no differentiation; and (3) motivation is equal in advantaged and disadvantaged children. New tests are needed to measure vocabulary, auditory and visual discriminations. Experimental studies proved three-dimensional toys do not produce superior learning, and repetition of grammatical sentences is preferred to story-telling in developing verbal fluency. As a result of assessments and experiments, the project proposes a 30-week program to develop familiarity and facility with language in science, mathematics, social studies, literature, language usage, and logical processes on a preschool level. The program would occupy only 15 minutes of the school day and would not minimize the productive value of present day care center programs. (DO)

ED 023 483 PS 001 306

Lewis, Michael. And Others
Novelty and Familiarity as Determinants of Infant Attention within the First Year.

Temple Univ., Philadelphia, Pa. Fels Research Inst.

Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [66]

Note-47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors-Adaptation Level Theory, *Attention Span, Cognitive Development, Eye Fixations, Fixed Sequence, *Infant Behavior, *Infants, Longitudinal Studies, Response Mode, *Stimulus Behavior, *Visual Stimuli

Three related experiments were conducted to investigate the effects of novel and familiar stimuli on infant attention. The procedure in each of the experiments was to place an infant before a matrix panel composed of six rows of six lights. Two patterns of lights were used to obtain the infants' fixation time: (1) a point pattern, a single blinking light in the center of the panel, and (2) a helix pattern, a single blinking light which moved across the board. In experiment one, 122 infants of approximate ages 12, 24, 36, 56, and 68 weeks received four 30-second point pattern trials and a fifth helix pattern trial. Habituation (decrease in fixation time) increased with age of the child. However, no response increment was found upon the change to the novel stimulus (the helix pattern). Experiment two used 80 infants of 3, 6, 9, and 13 months of age. Here, four helix trials were followed by one point pattern trial. The results were similar to experiment one. Experiment three repeated the procedure of experiment one in longitudinal-study form; that is, all of the infants in the experiment were tested at 3, 6, 9, and 13 months of age. The habituation data was similar to experiments one and two in that the younger children showed less habituation. (WD)

ED 023 484 PS 001 307

Fowler, William

The Concept of Developmental Learning.

Yeshiva Univ., New York, N.Y.

Pub Date 30 Dec 66

Note-20p. Paper presented at 133rd meeting of the American Association for the Advancement of Science, Washington, D.C., December 30, 1966.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors-Child Development, *Cognitive Development, *Early Experience, Educational Experience, *Educational Strategies, Environmental Influences, Exceptional Children, *Gifted, Intellectual Development, Learning Readiness, Learning Theories, Parent Influence, *Research Proposals, Research Reviews (Publications)

Cognitive developmental learning is a concept expressing the hypothesis that learning has a continuing, cumulative, and transformational function in the development of intelligence. Two important questions are, "How much do we know

about methods?" and "What classes of knowledge and abilities should we develop?" An analysis of past investigations, including animal research, group educational projects, studies of sociopsychological variables, IQ tests, stimulation and measurement experiments, and methodological studies, indicates they are of limited use in exploring the sphere of cognitive developmental learning. Current research is aided by the advanced state of knowledge, convergence of learning and developmental theories, and intensive study of cognitive processes, but much of it concentrates on socially disadvantaged children. A systematic research utilizing dimensions for designing developmental stimulation programs could concentrate on the gifted child. Early and intensive stimulation and pervasive environmental arrangements provided by parents are factors of the gifted child's intelligence. Stimulation control over bright children is a compelling illustration of the proposition of the developmental learning hypothesis. Further research is needed. (DO)

ED 023 485 PS 001 310

Feld, Sheila. Lewis, Judith

Further Evidence on the Stability of the Factor Structure of the Test Anxiety Scale for Children.

National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Feb 67

Note-35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors-*Anxiety, Elementary School Students, *Evaluation, Factor Analysis, *Factor Structure, Grade 2, Measurement Instruments, *Psychological Tests, Test Reliability, *Test Validity

Identifiers-TASC, *Test Anxiety Scale for Children

In a 1963 experiment, 3,867 boys and 3,684 girls in the second grade were used to investigate the dimensionality of the Test Anxiety Scale for Children (TASC). Factors included test anxiety, remote school concern, poor self-evaluation and somatic signs of anxiety. Factor analysis demonstrates a stable multidimensional structure for TASC. Results indicate independent dimensions are required. While the questions comprising TASC admit a full range of anxiety reactions, the test is limited to academic evaluation. Additional analyses of anxiety could include comparisons to situations occurring outside of school. The second grade data indicate that the stimulus class in TASC needs delimiting by distinguishing between formal test and other school evaluation situations and that there is more than one mode of anxiety response to school evaluation situations. To understand the nature of components of anxiety, measures of anxiety to test and affiliative situations could be included in a single factor analysis. A sampling of all stimuli and responses would define their independent and interactive effects on anxiety. While TASC scores and school achievement measures differ, later research will determine if this is caused by only some dimensions underlying responses to TASC. After explorations, TASC should be expanded so that several dimensions have adequate item coverage. (DO)

ED 023 486 PS 001 311

Shipley, Elizabeth F. And Others

The Acquisition of Linguistic Structure. Technical Report VIII, A Study in the Acquisition of Language: Free Responses to Commands.

Eastern Pennsylvania Psychiatric Inst., Philadelphia.

Spons Agency-National Inst. of Health, Bethesda, Md.

Pub Date [67]

Note-60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors-*Early Childhood, Expressive Language, Language Ability, *Language Learning Levels, *Language Patterns, *Language Research, Language Usage, Linguistics, Listening Skills, Response Mode

To determine whether children's language patterns are learned responses or inherently organized, this study observed children's responses to commands. The 13 subjects were middle class children aged 18 to 30 months. The children were rated as verbally mature, intermediate, or immature; and responses were classified as action, verbal, and relevant. The children's mothers gave syntactically varied commands (adults' and

children's language patterns) and semantically varied commands (English and nonsense words). The results showed that the children responded more to the well-formed command. There was a significantly positive relationship between verbal maturity and obedience to command. A significant number of children responded less frequently to nonsense commands than English words except to repeat the command. The only relationship between responses and verbal maturity occurred where the verbally mature child repeated the nonsense command. Three conclusions were reached: (1) the child does make distinctions at some stage, although it may not be evident in speech; (2) the distinctions vary with verbal maturity; and (3) the child has some means of organizing language to control new information. A number of references are cited, and data are included in appendices. (JS)

ED 023 487 24 PS 001 322

Coffman, Alice O. Dunlap, James M.

The Effects of Assessment and Personalized Programming on Subsequent Intellectual Development of Prekindergarten and Kindergarten Children. Final Report of Phase II.

University City School District, Mo.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-6-1328

Pub Date Jul 68

Contract-OEC-3-7-061328-0322

Note-88p.

EDRS Price MF-\$0.50 HC-\$4.50

Descriptors-*Achievement Gains, Audiological Skills, Auditory Perception, Developmental Tasks, *Educational Research, Individual Differences, Individualized Programs, *Kindergarten, Kindergarten Children, Language Ability, Language Skills, Preschool Children, *Preschool Education, Visual Learning

Identifiers-Developmental Test Of Visual Motor Integration, ITPA, PPVT

This report is the second from a 3 1/2-year project. The prekindergarten research involved matched groups of children (91 experimental, 115 control), representative of the local population, whose developmental needs (motor, auditory, language, visual retention) were identified by a test battery. Half-day classes focused on specific need for 20 minutes daily. Activities were conducted within the framework of a well-balanced prekindergarten program. Results indicated that the experimental group excelled the control group not participating in the program at a statistically significant level of confidence. The kindergarten experiment was a followup study of the prekindergarten children of the previous year (80 experimental, 124 control). These children attended many different kindergarten programs. Results indicated that the experimental group did not maintain the superiority at a statistically significant level from the previous year. The effect of prekindergarten experience on primary school success will be measured during the third year of the project. (Author/JS)

ED 023 488 24 PS 001 326

Early Childhood Selected Bibliographies Series.

Number 4, Cognition.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; National Lab. on Early Childhood Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Bureau No-BR-7-0706

Pub Date 68

Contract-OEC-3-7-070706-3118

Note-116p.

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors-*Abstracts, *Annotated Bibliographies, *Child Development, Cognitive Processes, *Early Childhood, *Early Childhood Education, Environmental Research, Intelligence, Intervention, Learning Processes, Measurement Techniques, Motivation, Pathology, Perception, Physiology, Recognition

This document is the fourth in a series of six annotated bibliographies relevant to early childhood education. Its general subject is cognition, and it includes seven subdivisions: intelligence, higher mental processes, cognitive style, experimental studies of learning, concept development, perception and recognition, and motivation. Each of the 72 abstracts included has been classified by general and specific subject, by focus of study, and alphabetically by author. Focus of study

categories are normative, environmental, measurement and techniques, intervention, pathology, physiology, animals, and general. The general subjects of other bibliographies in the series are language, education, personality, physical, and social aspects of early childhood education. (MS)

ED 023 489 24 RC 000 146
Serot, Merron S.

Analysis of Factors which Determine Choice of College Among Urban, Suburban, and Rural High School Students. Final Report.

Northwestern Univ., Evanston, Ill.

Spons Agency-Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No-BR-7-E-049

Pub Date Oct 67

Grant-OEG-3-7-0049-3008

Note-139p.

EDRS Price MF-\$0.75 HC-\$7.05

Descriptors-College Bound Students, *College Planning, Comparative Analysis, Counselors, Counselor Training, Educational Research, Evaluation, Guidance Objectives, Guidance Services, Participant Characteristics, Questionnaires, Research Design, *Rural Schools, *Secondary School Students, Statistical Analysis, *Suburban Schools, *Urban Schools

In an effort to better utilize our human resources by providing for all concerned a greater understanding of the college choice process, this study proposed a college choice process model, and analyzed 4 variables. Analysis of data obtained by questionnaire from 3 different schools yielded the following conclusions: (1) students planning to attend college were better informed about college than those not planning to attend, (2) females recognized greater need for college than males, (3) rural and suburban students were better informed about college than urban students, (4) seniors were better informed than students in other class levels, and as a student progressed through class levels he became better informed about college. It was recommended that additional research and study be done in this area. Appendices contain the questionnaire and directions for its administration. (SW)

ED 023 490 RC 000 244

Smith, Julian W.

The Scope of Outdoor Education.

Pub Date May 60

Note-6p.

Journal Cit-Bulletin of the National Association of Secondary-School Principals; v44 n2:6 p157-9 May 1960

Document Not Available from EDRS.

Descriptors-Camping, Clubs, Earth Science, English Instruction, *Laboratories, *Natural Resources, *Outdoor Education, Physical Education, *Resident Camp Programs, Safety Education, Sciences, *Skill Development, Social Sciences, Student Participation

Outdoor education represents a practical and sound approach in the achievement of accepted educational objectives through the utilization of current resources available to the learning process, and not the addition of another discipline to the curriculum. One of the most sensational and successful programs of outdoor education has been the introduction of school camping through the utilization of existing resources. These outings commonly last a week and cover a wide variety of instructional units from physical education to the social sciences. Another use of outdoor resources has been the establishment of laboratories in the out of doors, covering a wide range of instructional units from the physical sciences, physical education, social sciences, and English. (DK)

ED 023 491 RC 000 247

Smith, Julian W.

Program, Facilities, and Leadership for Outdoor Education.

Pub Date May 60

Note-7p.

Journal Cit-Bulletin of the National Association of Secondary-School Principals; v44 n2:6 p159-65 May 1960

Document Not Available from EDRS.

Descriptors-*Administrative Policy, *Camping, Equipment Utilization, Financial Policy, Instructional Materials, *Laboratories, *Leadership Training, National Organizations, National Programs, *Outdoor Education, Recreational Facilities, Resident Camp Programs, Safety Education, Sciences, Skill Development

Identifiers-AAHPER, American Association for Health, Physical Education

Since outdoor education programs cut across many curricular areas, the administrators of these programs encounter problems different from those found in specific subject matter areas. As aids in overcoming these problems, suggestions are given for program procedures; procurement of facilities, equipment, and supplies; and leadership training. Descriptions of national outdoor education resource programs, their activities, and their addresses are provided. (DK)

ED 023 492 RC 000 287

Rodriguez, Armando

Bilingual Education.

Pub Date 26 Apr 68

Note-14p.; Pap. presented at Nat. Conf. on Educ.

Opportunities for the Mexican-American,

Austin, Texas, April 25-26, 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors-*Bilingual Students, Bilingual Teacher Aides, *Bilingual Teachers, Culture Conflict, *Demonstration Programs, Educational Needs, English (Second Language), Ethnic Groups, Family School Relationship, *Federal Programs, Inservice Education, *Language Handicapped, Mexican Americans, Operations Research, Rural Education, Spanish Speaking, Teacher Interns

Identifiers-*Bilingual Education Act

Bilingual education is the process of instructing the child in his native language in some or all the curricular areas while he is learning English in the public school. This process prevents academic retardation due to a lack of proficiency in the English language. Bilingual education gives each student a base for success in the world of work, while preserving and enriching the cultural and human resources of a people. It is recommended that pilot programs and demonstration projects in bilingual and bicultural education initiated under Title 7 of the Elementary and Secondary Education Act illustrate how other federal assistance programs could better be used to support similar educational undertakings. It is also suggested that more emphasis be placed on inservice programs in bilingual teacher education. (DA)

ED 023 493 RC 000 383

Smith, Julian W.

Outdoor Education-A Development in Curriculum.

Pub Date Oct 66

Note-4p.

Journal Cit-Michigan School Board Journal; Oct 1966

Document Not Available from EDRS.

Descriptors-Consultants, *Curriculum Development, *Curriculum Enrichment, *Educational Needs, Educational Objectives, Federal Recreation Legislation, Inservice Education, *Outdoor Education, *Program Development, Program Planning, Rural Urban Differences

Outdoor education is discussed as a means of enriching and enhancing the interdisciplinary curriculum. Topics covered include urbanization effects, patterns of outdoor education, planning for outdoor education, Federal programs, teacher and leadership preparation, and consultant resources. The document concludes by pointing to planning as the beginning step in outdoor education development. (SW)

ED 023 494 95 RC 000 788

Segel, David Ruble, Ronald A.

The Lincoln Project: A Study of the Educational Program of a Junior High School in a Transitional Neighborhood. A Report of the Lincoln Guidance Research Project.

Albuquerque Public Schools, N. Mex.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 62

Note-44p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors-*Bilingual Students, *Curriculum, Economically Disadvantaged, *Grade 9, Guidance Counseling, Motivation, Remedial Programs, *Service Occupations, Spanish Speaking, Student Evaluation, *Vocational Counseling

Identifiers-*Albuquerque Public Schools

The Lincoln Guidance Research Project, funded by the National Defense Education Act, studied a group of junior high school students in a transitional neighborhood with major emphasis on educational needs of students who will find

employment in service occupations. Recommendations included intensive remedial work at the seventh grade level, continual evaluation of students' progress throughout the junior high grades, increased guidance and counseling staff, and a third curriculum choice at the tenth grade level, in addition to college preparation and vocational education. It was proposed that students with less than high school capabilities enter a two-year intensive work-experience training program in preparation for vocational opportunities which do not require high school graduation for employment. Test results, questionnaires, and rating forms used in the study are included as appendices. (JH)

ED 023 495 RC 000 817

New Jersey Open Space Policy Plan.

New Jersey State Dept. of Community Affairs, Trenton.

Spons Agency-Department of Housing and Urban Development, Washington, D.C.

Pub Date 67

Note-152p.

EDRS Price MF-\$0.75 HC-\$7.70

Descriptors-City Planning, Community Planning, Community Recreation Programs, *Land Use, Planned Community, Population Growth, Population Trends, *Recreation, Regional Planning, *Rural Areas, *State Programs, *Urban Environment

Identifiers-*New Jersey

An Open Space Policy Plan was developed for the State of New Jersey to provide an adequate blueprint for preserving open space and creating a desirable recreational environment in the State in anticipation of expected increases in population and urbanization. Consideration was given to local, county, State, and Federal responsibilities in the development of an open space statewide program. Emphasis was placed on the priority for open space planning and acquisition in the northern half of the State because of an already existing deficit in open space acreage in that area. Plans for both the 10 and 20 million levels of population were considered. In effect, the Open Space Policy Plan was designed to make future open space easily accessible by locating it in close proximity to potential and already existing urbanizing areas of the State. (VM)

ED 023 496 RC 000 984

Wright, David E., Jr. Kuvlesky, William P.

Occupational Status Projections of Mexican American Youth Residing in the Rio Grande Valley.

Pub Date Apr 68

Note-31p.; Paper presented at annual meeting of Southwestern Sociological Association, Dallas, April, 1968.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors-Aspiration, *Economic Disadvantage, Goal Orientation, *Grade 10, *Mexican Americans, Motivation, *Occupational Choice, *Rural Population, Vocational Interests, Youth

Identifiers-*Texas

Information obtained from Mexican American students in a 1967 study of high school sophomores in 4 Texas counties was analyzed empirically relating to occupational goals and expectations. It was concluded that: (1) large proportions of the Mexican American youth studied desired high-level occupations; (2) little difference existed between the level of occupational aspirations and expectations of males and females; (3) occupational expectations of Mexican American youth were high, although lower than their aspirations; and (4) the majority were not very certain of their expectations. Related documents are RC 002 589 and RC 002 587. (JH)

ED 023 497 RC 000 987

Juarez, Rinaldo Z. Kuvlesky, William P.

Ethnic Group Identity and Orientations toward Educational Attainment: A Comparison of Mexican American and Anglo Boys.

Spons Agency-Department of Agriculture, Washington, D.C.; Texas A and M Univ., College Station. Agricultural Experiment Station.

Report No-SRP-3-61; SRP-H-2611

Pub Date Apr 68

Note-36p.; Paper presented at annual meeting of the Southwestern Sociological Association, Dallas, Texas, April, 1968.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—*Anglo Americans, Aspiration, College Entrance Examinations, *Comparative Analysis, Economic Disadvantage, *Educational Objectives, Geographic Regions, Goal Orientation, *Grade 10, Language Handicapped, *Mexican Americans, Objectives, Potential Dropouts, Profile Evaluation, Questionnaires, Rural Education, Social Discrimination, Socioeconomic Status, Values

Identifiers—*Texas

A study of the educational status orientations of tenth grade Mexican-American and Anglo boys in economically depressed areas of Texas found that the 2 groups had similarly high educational goals. Detailed analysis of data revealed that Anglo boys had a tendency to express more frequently high educational goals as compared to their Mexican-American counterparts. However, more Anglo boys expressed a desire to quit school while more Mexican-American youth expressed a desire to do graduate work. Intensity of aspiration was slightly higher for the Mexican-American sample, as compared to the Anglo group. Anglo youth clearly had higher educational expectations than the Mexican-American youth studied, and were slightly more certain of realizing their anticipated statuses. It was suggested that colleges and universities reevaluate entrance requirements to include consideration of student desire to pursue a college education. A related document is RC 002 587. (DA)

ED 023 498 95 RC 001 753
Goodwin, William L., Ed.

Bucknell Conference on Learning Problems of the Migrant Child, Report of Proceedings (Bucknell University, August 13-18, 1967).

Bucknell Univ., Lewisburg, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Note—166p.

EDRS Price MF-\$0.75 HC-\$8.40

Descriptors—Annotated Bibliographies, *Conference Reports, Consultants, Demonstrations (Educational), *Educational Specifications, Evaluation Criteria, Evaluation Techniques, Group Discussion, *Learning Difficulties, Migrant Children, *Migrant Education, Participant Involvement, Program Evaluation, Questionnaires, Reading Material Selection, *Teaching Techniques

Consultants' papers dealing with educational priorities, learning problems, recommendations for improvement, and modern technology as they relate to migrant education are presented. Consultant and participant responses during a group discussion on facilitating the learning of migrant children appear in full. The report sets forth the schedule covering those events prior to, during, and following the conference. Participants, instructors, and consultants are listed. An annotated bibliography is included as well as an evaluation of conference elements. Instruments used in the evaluation of this Title I, ESEA-funded conference conclude the document. (SW)

ED 023 499 RC 001 808

Supplement to Age of Transition—Rural Youth in a Changing Society.

Department of Agriculture, Washington, D.C.

Pub Date Oct 67

Note—46p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.5).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Age, American Indians, Child Welfare, College Students, Delinquency, Elementary Schools, *Employment, Enrollment, Family Income, Farm Occupations, Health, Income, Laborers, Mental Retardation, Migrant Workers, *Occupations, *Population Distribution, Public Libraries, Public Schools, *Rural Youth, School Districts, Secondary Schools, *Social Change, Spanish Americans, Vocational Education, Welfare

Supporting data for the charts in "Age of Transition: Rural Youth in a Changing Society, Agriculture Handbook No. 347" are contained in this supplement. The tables are arranged in the same order as the charts and carry the same titles. The data reflect (1) the number of people in education and the labor force, (2) Indian and Spanish-surname school enrollment, (3) the numbers of persons using the various health and wel-

fare services, and (4) rural family size, age, income, expenditures, and general welfare. A related document is ED 013 696. (ES)

ED 023 500 RC 002 471

Cheyney, Arnold B. Wey, Herbert W.

National Goals for Migrant Education.

Pub Date 17 May 68

Note—22p.; Paper presented at National Conference on Migrant Education, Denver, Colorado, May 15-17, 1968.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Data Collection, Educational Objectives, *Evaluation Needs, Federal Aid, Government Role, *Migrant Education, Migrant Healthservices, Migrant Problems, Migrant Worker Projects, Migrant Youth, *National Programs, Nutrition, *Objectives, Program Coordination, *State Federal Aid, Teacher Education

Allocation of Federal funds has initiated many programs designed to study and solve migrant education problems. Evaluation of the effect of these programs has been after-the-fact, without adequate controls to evaluate an objective which has not been adequately defined. The objectives suggested as national goals in this paper are: (1) develop and extend nutritional and medical care to migrant mothers and children from conception to early school years; (2) arrange conditions so that migrant youth can make a decision to leave or stay in the migrant stream; (3) develop a projection of migrant needs into the future; (4) collect data concerning migrant families; (5) develop coordination and cooperation among states and agencies; (6) develop pre-service and inservice education for teachers of migrants; (7) meet migrant problems at the local level; and (8) maintain constant evaluation of the objectives. (DK)

ED 023 501 RC 002 481

Jesser, David L.

Western States Small Schools Project Summer Workshop (Nevada University, Reno, 1964). Report.

Nevada Western States Small Schools Project. Carson City.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 64

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Class Size, Creative Writing, *Diagnostic Teaching, Educational Diagnosis, Grouping (Instructional Purposes), *Individual Instruction, Individualized Curriculum, Individual Needs, Reading Instruction, Rural Areas, *Rural Education, *Small Schools, Teacher Characteristics

Individualizing instruction was the theme of the 1964 Western States Small Schools Project summer workshop for Nevada participants. The report contains a summary, written by a participating teacher, of ideas and concepts presented to the workshop, and extracts from papers and speeches on such subjects as the value of the individual, creative writing, variable class size, and diagnostic teaching. Also included in the report are lists of consultants and participants, a daily schedule of activities, and a statement of workshop expenses. (JH)

ED 023 502 RC 002 504

Braund, Robert A. And Others

Compensatory Education in California, 1966-67. Annual Evaluation Report.

California State Dept. of Education, Sacramento. Office of Compensatory Education.

Pub Date 67

Note—196p.

EDRS Price MF-\$0.75 HC-\$9.90

Descriptors—*Compensatory Education Programs, Cultural Disadvantage, *Educational Disadvantage, English (Second Language), *Equal Education, Evaluation Methods, Guidance Programs, Health Services, Inservice Programs, *Migrant Education, Preschool Programs, *Program Evaluation, Remedial Reading Programs, Rural Areas, Rural Urban Differences, School Integration, State Surveys, Teacher Aides, Urban Education

Identifiers—*California

Title I of the Elementary and Secondary Education Act of 1965 is California's major source of funds for compensatory education programs designed to enhance the educational attainment of children from poverty backgrounds. The an-

nual state evaluation report provides information on the distribution of Title I funds, the number of students served, and the types of activities provided through these funds. An evaluation of selected activities provides information concerning the effectiveness of various activities in relation to the demographic characteristics (central city, urban, suburban, and rural) of the school districts receiving funds. Also presented is an evaluation of the California plan for migrant education, including innovative and exemplary projects, administrative coordination, and evaluation methods. Other special programs evaluated in this document are programs for neglected and delinquent youths, the mentally retarded and mentally ill, and the handicapped. (DK)

ED 023 503 RC 002 547

Butcher, Charles A.

Camping and Outdoor Education.

Pub Date 68

Note—16p.; Chapter 10 of Foundations of Physical Education.

Available from—The C.V. Mosby Company, St. Louis, Missouri 63166 (\$8.90).

Document Not Available from EDRS.

Descriptors—Athletic Activities, Camp Counselors, *Camping, Conservation Education, *Curriculum Development, Handicrafts, Intellectual Development, *Interdisciplinary Approach, *Outdoor Education, *Recreational Activities, Rural Education, Safety Education, Science Education, Supervision, Teacher Education Curriculum

Outdoor education has become an integral part of the curriculum in a number of schools across the nation. Outdoor education activities can be readily integrated into physical education, recreation, and adult education programs, as well as science, mathematics, and related fields. Camping and outdoor education should become a part of each child's school experience since they can contribute significantly to his intellectual development. It is recommended that institutions of higher learning, especially teacher training institutions, provide more actual experience in the outdoors, and provide added professional preparation opportunities through course offerings in camp administration, crafts, guidance, and actual camp supervision experience. An interdisciplinary approach is an ideal way to prepare leaders for outdoor education. (DA)

ED 023 504 RC 002 555

Migrant Ministry, 1967. Annual Report.

National Council of Churches of Christ, New York, N.Y.

Pub Date 67

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Administrative Personnel, Agricultural Laborers, *Annual Reports, Attendance, Educational Programs, Meetings, *Migrant Worker Projects, *Objectives, *Religious Agencies, *State Programs

Identifiers—Migrant Ministry

The first annual meeting of the Migrant Ministry Section discussed and evaluated 10 policy and program goals established for the Fifth Decade. The result was the adoption and assignment for implementation of recommendations in 5 Task Force areas concerning migrant labor, education, and training. Significant parts of 35 state reports are presented to indicate the progress which has been made in new programs. (SW)

ED 023 505 RC 002 557

Texas Project for the Education of Migrant Children. Annual Evaluation Report.

Texas Education Agency, Austin. Div. of Compensatory Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Dec 67

Note—160p.

EDRS Price MF-\$0.75 HC-\$8.10

Descriptors—Attendance Patterns, Community Migrant Projects, *Compensatory Education Programs, Curriculum Enrichment, Educationally Disadvantaged, *Evaluation Methods, Health Education, *Interstate Programs, Language Development, *Migrant Child Education, Migrant Health Services, Parent Participation, Physical Education, *Program Evaluation, Remedial Mathematics, Remedial Programs, Statistical Data

Identifiers—*Texas

Sixteen thousand seven hundred and sixty-six migrant children participated in 1966-67 in Texas projects for migrant education. An overall evaluation of the 1966-67 Texas Project for the Education of Migrant Children is found in this report, along with evaluations of the summer 1967 Texas Migrant Interstate Cooperation Project, and the Migrant Compensatory Education Project. Graphs and statistical data are given for each of the 3 evaluation reports. Also included are narrative reports on specific aspects of the projects and examples of evaluative materials used. (DK)

ED 023 506 RC 002 558

Romero, Fred E.

A Study of Anglo-American and Spanish-American Culture Value Concepts and Their Significance in Secondary Education. Vol. III, No. 2, A Research Contribution for Education in Colorado.

Colorado State Dept. of Education, Denver.

Pub Date Sep 66

Note-8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors-Acculturation, *Anglo Americans, Concept Formation, Cultural Background, Culturally Disadvantaged, Group Dynamics, Interpersonal Relationship, Mexican Americans, Middle Class Culture, Questionnaires, Research, *Secondary Education, Social Values, Sociocultural Patterns, Sociometric Techniques, *Spanish Americans, Spanish Speaking, Student Attitudes, *Teacher Attitudes, *Values

A study of Spanish American and Anglo American culture value concepts sought to determine (through the use of a teacher awareness scale) the degree to which teachers were aware of cultural differences, and (through a student acculturation questionnaire) to determine the extent of acceptance by Spanish American students of Anglo American values. Data from the student's acculturation questionnaire indicated that the Spanish American student's operation was comparable to the Anglo American student in incorporation of culture value concepts. The data from the teacher awareness scale indicated that teachers were aware of differences between the 2 ethnic groups. The study recommended: (1) recognition of compatible Spanish American culture value concepts; (2) realization of the value of group conformity in gaining acceptance; (3) awareness by the educational structure of the complex needs arising from biculturalism; and (4) utilization by teachers of sociometric techniques for measurement of group interaction. (DA)

ED 023 507 RC 002 560

Barnes, Robert F. And Others

The California Migrant Farm Worker, His Family, and the Rural Community. California Univ., Davis. Dept. of Applied Behavioral Sciences.

Report No-RM-6

Pub Date Apr 67

Note-47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors-Attitudes, *Community Attitudes, Day Care Services, Demography, Family Attitudes, Health Programs, *Longitudinal Studies, *Migrant Child Care Centers, *Migrant Housing, Migrant Problems, Migrant Welfare Services, Migrant Workers, Migration Patterns, Negative Attitudes, Parental Aspiration, Physical Facilities, Research, Research Projects, *Rural Areas

Identifiers-California, California State Migrant Master Plan

The provision of housing facilities and child day-care centers for migrant workers has in many cases produced problems among migrant workers and the communities concerned. The reactions of both groups have ranged from generally positive to highly negative. This monograph presents the findings of an exploratory study conducted during the first year of a proposed three-year study which will attempt to identify, analyze, and understand the various divergent perspectives of migrants and the rural communities in which they are found. Data are presented on the attitudes of the communities in which migrant housing facilities are to be placed, including demographic information, attitudes toward the facility and migrant families, and factors affecting these attitudes. Data are also given on migrant workers and the day-care centers provided by the Office of Economic Opportunity. (DK)

ED 023 508

RC 002 567

Pryor, Guy C.

Evaluation of the Bi-Lingual Project of Harlandale Independent School District, San Antonio, Texas, in the First Grades of Four Elementary Schools during 1966-1967 School Year.

Harlandale Independent School District, San Antonio, Tex.

Pub Date Jun 67

Note-77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors-Bilingualism, Bilingual Students, Comparative Testing, Data Analysis, English (Second Language), Evaluation Criteria, Evaluation Methods, Evaluation Techniques, *Experimental Programs, Grade 1, *Language Instruction, *Mexican Americans, *Program Evaluation, Reading Readiness Tests, Reading Tests, Spanish Speaking, Statistical Data, Test Results

A comparison of achievement and personal adjustment of Spanish-speaking students in an experimental bilingual school environment at the first grade level was the purpose of the Harlandale instructional project. This evaluation report presents comparative data from the testing program used to establish the effectiveness of bilingual education when compared to traditional English-only instruction. The comparative data also includes behavioral observations by the teacher, attendance and promotion data, and pupil history. Statistical comparisons are made on all test results of the pre- and post-testing periods. The results of the project tend to reflect favorably on bilingual instruction, and recommendations were made to expand and continue research in the program. (DK)

ED 023 509 RC 002 575

Californians of Japanese, Chinese, and Filipino Ancestry; Population, Education, Employment, Income.

California State Dept. of Industrial Relations, San Francisco. Fair Employment Practices Commission.

Pub Date Jun 65

Note-51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors-Chinese Americans, Comparative Statistics, Economic Status, Educational Status Comparison, Employment Statistics, Family Characteristics, Filipino Americans, Income, *Japanese American Culture, Migration Patterns, *Minority Groups, Occupational Information, Population Distribution, Population Growth, Population Trends, Residential Patterns, *Rural Urban Differences, *State Surveys, Unemployment, Urban Immigration

Identifiers-California

The 1960 U.S. census provides data for comparative descriptions of those California minority groups with common characteristics such as an Asian heritage, an ancestral language other than English, and a long history of prejudiced treatment and exploitation in America, especially in the West. Information is provided on population distribution, place of birth and in-migration, areas of residence, educational attainment, occupational attainment and distribution, unemployment, income, and family size and characteristics. The data are defined and identified as to source, and presented in statistical, graphic, and narrative form. This is part of a series of reports on Indians, Mexican Americans, Negroes, and other minority groups living in California. (DK)

ED 023 510 RC 002 580

Mexican-American Education. Special Report.

Office of Education (DHEW), Washington, D.C.

Mexican-American Affairs Unit.

Pub Date Mar 68

Note-31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors-Adult Basic Education, Bilingual Teachers, Coordination, *Early Childhood Education, Educational Disadvantage, Educational Opportunities, *Federal Programs, Intercommunication, *Mexican Americans, Migrant Children, Remedial Programs, Spanish Speaking, Teacher Education, *Vocational Education

Identifiers-Mexican American Affairs Unit

The Mexican-American Affairs Unit of the U.S. Office of Education was established to plan, develop, and coordinate improved educational opportunities for Mexican-American children and adults. Staff members of the Unit conducted a

field survey in Arizona, California, Colorado, New Mexico, and Texas to discuss current programs and future needs. Although the survey revealed general interest in Mexican-American education, a lack of coordination among federal, state, and local agencies was noted. The 4 major concerns voiced were early childhood education, teacher training, bilingual education, and adult and vocational education. A 5-state summary of programs and activities of benefit to Mexican-Americans is appended. (JEH)

ED 023 511 RC 002 587

Juarez, Rinaldo Z.

Educational Status Orientations of Mexican American and Anglo American Youth in Selected Low-Income Counties of Texas.

Spons. Agency-Department of Agriculture, Washington, D.C.; Texas A and M Univ., College Station. Agricultural Experiment Station.

Pub Date Aug 68

Note-137p.; Thesis, Master of Science in Sociology, Graduate College of Texas A&M University.

EDRS Price MF-\$0.75 HC-\$6.95

Descriptors-Academic Aspiration, Achievement Need, *Anglo Americans, *Comparative Analysis, Economic Disadvantage, *Educational Objectives, Educational Research, *Grade 10, *Mexican Americans, Rural Population, Sociology

Identifiers-Texas

Research was conducted to determine the educational status orientations of a sample of Mexican American boys and girls living in low-income rural areas of Texas, and to compare the results by sex with educational status orientations of a similar sample of Anglo American boys and girls. Informational responses from a sample of 290 male and 306 female Mexican American high school sophomores attending school in 4 South Texas counties was obtained in 1967. Comparable data were obtained in 1966 from 143 male and 131 female Anglo sophomores in 3 East Central Texas counties. A chi-square test was selected as the method of analyzing the data. It was concluded that boys and girls from both ethnic groups aspired to high educational goals, supporting a proposition by the sociologist Robert Merton that patterned inculcation of high success goals approximates a culture universal in American society. A related document is RC 000 984. (VM)

ED 023 512 RC 002 589

Wright, David E., Jr.

Occupational Orientations of Mexican American Youth in Selected Texas Counties.

Pub Date Aug 68

Note-167p.; Thesis, Master of Science of Sociology, Graduate College of Texas A&M University.

EDRS Price MF-\$0.75 HC-\$8.45

Descriptors-Achievement Need, College Preparation, *Economic Disadvantage, Educational Research, *Grade 10, *Mexican Americans, Research, *Rural Population, Sociology

Identifiers-Texas

Research was conducted to determine the occupational orientations and aspirations of a sample of Mexican American high school sophomore students from schools in 2 selected Southwest Texas counties and 2 selected South Texas counties. Data were gathered in May, 1967, by means of group interviews in selected schools. Interviews were conducted by graduate students who read each stimulus question aloud as the respondents answered the question. Questionnaires were completed by 669 of the 765 sophomores enrolled in the selected schools at the time of the interview. The primary concern of the study was to provide descriptive information; therefore, no tests of statistical difference were employed. It was concluded that a large number of the Mexican American youth in the study desired high-level occupations, and a major policy implication was that these youth needed adequate preparation which they were not receiving to prepare them for the occupational goals they preferred. A related document is RC 000 984. (VM)

ED 023 513 RC 002 596

van der Smitsen, Betty Goering, Oswald H. A Leader's Guide to Nature-Oriented Activities.

Pub Date 65

Note-232p.

Available from-Iowa State University Press, Ames, Iowa 50010 (\$2.95).

Document Not Available from EDRS.

Descriptors--Activities, Athletic Activities, Bibliographies, Camping, Community Resources, Environment, Games, Handicrafts, Hobbies, Instructional Materials, *Leaders Guides, *Learning Experience, *Outdoor Education, *Program Development, Program Guides, Program Planning, Projects, Recreational Activities, Skill Development

Nature-oriented activities, including all indoor and outdoor experiences related to the use, understanding, or appreciation of the natural environment, are developed in this document. Topics discussed include program development and organization. Activities are outlined for nature crafts and games, outdoor living skills, projects and hobbies, outing sports, and recreational activities. Extensive references are listed throughout the document. (SW)

ED 023 514 95 RC 002 602

Yoesting, Dean R. And Others

A Longitudinal Study of Occupational Aspirations and Attainments of Iowa Young Adults.

Spons Agency-Iowa State Univ. of Science and Technology, Ames.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-IAESP-1133

Bureau No-BR-5-0045

Pub Date 24 Aug 68

Contract-OEC-5-85-108

Note-26p.; Paper presented at Rural Sociological Society Meetings, Boston, Massachusetts, August, 1968.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors--Aspiration, *Educational Status Comparison, Family Status, *Longitudinal Studies, Occupational Information, Parent Counseling, Parent Influence, Peer Relationship, *Rural Youth, *Socioeconomic Status, Statistical Data

Identifiers--Iowa

The causal linkage between socioeconomic status, occupational and educational aspiration, and attainment was examined in this attempt to test an existing theoretical model which used socioeconomic status as a major input variable, with significant other influence as a crucial intervening variable between socioeconomic status and aspiration. The findings of this 20-year longitudinal study gave partial support to the theoretical model tested. An especially strong relationship between educational attainment and occupational attainment was found. A large proportion of the variance was left unexplained. Therefore, other significant variables must be added to the model to determine more fully the factors that enable youth to raise their educational and occupational goals. Sample size (123), lack of IQ and grade point data, and the testing of an existing model were limitations involved in this study. Related documents are ED 017 393 and ED 016 544. (SW)

ED 023 515 RC 002 626

MacArthur, R.S.

Longitudinal Prediction of School Achievement for Metis and Eskimo Pupils.

Pub Date Jun 67

Note-13p.; Paper presented to CCRC Conference on Educational Research, Winnipeg, Canada, June, 1967.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors--Academic Ability, *American Indians, *Culturally Disadvantaged, Eskimos, *Intelligence, *Predictive Validity, Testing, Test Validity

Research in this effort attempted to review evidence of the construct validity of certain measures of intellectual potential for Canadian native pupils, and to examine the relative predictive validity, over a four-year period, of several measures of general intellectual ability for a sample of Metis pupils at Faust, Alberta, and 2 samples of Eskimo pupils. The measures of intellectual potential identified as having the least amount of cultural bias included Progressive Matrices, Safran Culture-Reduced Intelligence Test, Cattell test of g scale 2, and some subtests of Lorge-Thorndike Non-Verbal Intelligence Tests. Useful predictive validity coefficients between culture-reduced ability tests administered in 1962 and Vernon achievement tests administered in 1965 were reported for the 2 Eskimo samples. For the Metis group, culture-reduced measures did not

differ significantly from conventional ability tests. (VM)

ED 023 516 RC 002 640

Education in and for the Outdoors. Report of the National Conference on Outdoor Education (Kellogg Gull Lake Biological Station, Hickory Corners, Michigan, May 2-4, 1962).

American Association for Health, Physical Education and Recreation, Washington, D.C.

Spons Agency-Edward C. Hough and Mary Hough Kimble Foundation.; Michigan State Univ., East Lansing.

Pub Date 63

Note-97p.

Available from-Amer. Assn. for Health, Physical Educ., and Recreation, 1201 16th St., N.W., Washington, D.C. 20036 (\$2.00).

Document Not Available from EDRS.

Descriptors--Camping, *Conference Reports, Curriculum, *Educational Benefits, Educational Practice, Evaluation, Facilities, *Outdoor Education, Program Evaluation, *Program Improvement, Program Planning, Recreation, Research, *Resources, Speeches, Teacher Education, Work Study Programs

The two board aspects of outdoor education considered in this document are education in the outdoors, using the natural environment as a laboratory for learning, and education for the outdoors, with a focus on teaching skills and appreciations for outdoor recreation. Conference procedures, keynote addresses, current practices, contributions to general education, and directions for the future are reported. Recommendations are presented for 6 discussion areas: (1) teacher and leadership preparation; (2) facilities and resources; (3) school camping; (4) older youth work-learn camps; (5) curriculum and programs; and (6) research and evaluation. Responses to an individual judgment census and an appendix, which contains a copy of the program and a list of the planning committee and participants, conclude the document. (SW)

ED 023 517 RC 002 663

Summer Preparatory Institute, 1968, University of Denver, College of Law. Report.

Denver Univ., Colo.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date 1 Sep 68

Note-99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors--American Indians, Graduate Study, *Higher Education, *Law Instruction, Law Schools, Mexican Americans, *Minority Groups, Negroes, Rural Areas, *Spanish Americans, *Summer Institutes

Identifiers--Council on Legal Education Opportunities, *Denver University College of Law

The primary objective of the University of Denver Law School 1968 Summer Preparatory Institute was to assist in increasing the number of law students, and subsequently the number of lawyers, by giving 40 students from minority groups an opportunity to demonstrate a potential for satisfactory work in law school. The course content of the program was comprised of classes in Criminal Law, Criminal Procedure, Contracts, and a class assigned the title Law, Justice, and Morality. Twenty-five of the successful participants were expected to attend 7 or 8 law schools in various sections of the country. Narrative descriptions and appendices provide information on objectives of the Institute, recruitment procedures, selection of participants, information about the Institute faculty and teaching assistants, content information about Institute courses, academic results, placement of participants, and suggestions for changes in the program. A related document is RC 002 581. (VM)

ED 023 518 RC 002 679

Durovich, Anna, Comp.

Indian Education--Bibliography.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 20 Jun 67

Note-13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors--Acculturation, Achievement, *American Indians, *Bibliographies, Cultural Factors, *Culture, *Education, Educationally Disadvantaged, Educational Practice, Publications, Research Reviews (Publications), Vocational Interests

One hundred and fifty-nine books and articles published between 1928 and 1966 are listed in this bibliography. Though the major portion of the bibliography is devoted to Indian education and cultural characteristics, some publications on vocational interest and achievement are included. (SW)

ED 023 519 RC 002 694

Griesman, B. Eugene Bertrand, Alvin L.

Factors Related to Communication of Forest Fire Prevention Messages, a Study of Selected Rural Communities.

Department of Agriculture, Washington, D.C. Forest Service.; Louisiana State Univ. and A and M Coll. System, Baton Rouge.

Report No-BULL-623

Pub Date Sep 67

Note-31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors--Area Studies, Change Agents, *Communication (Thought Transfer), Communication Problems, Comparative Analysis, *Conservation Education, Factor Analysis, *Fire Protection, *Forestry, Mass Media, Methodology, Natural Resources, Objectives, Perception, Program Effectiveness, Research Methodology, *Rural Areas, Sociocultural Patterns, Statistical Studies

Identifiers--Louisiana

Two rural Louisiana communities were selected to evaluate the effectiveness of certain types of communication in preventing man-caused forest fires. The communities were selected on the basis of differences in fire occurrence rates and other factors related to conservation. Questionnaires and personal interviews were utilized to determine views of inhabitants and access to communication media. The relation of sociocultural factors to fire occurrence rates, the social process of communication, the potential of mass media and informal media in communication of fire prevention messages, and selective perception and effectiveness of fire prevention messages were evaluated. It was recommended that persons with roles as fire prevention change agents design their information programs to reach all the inhabitants of a community after careful appraisal of all available data on local environmental factors. (SW)

ED 023 520 RC 002 720

Boyce, George A.

Alcohol and American Indian Studies.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Sep 65

Note-45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors--Alcohol Education, Alcoholism, *American Indians, *Cultural Factors, *Curriculum Guides, Curriculum Planning, Learning Activities, Policy Formation, *Student Welfare

The growing problem of teenage drinking and alcoholism in the United States, especially among Indian segments of society, increases the necessity for adequate education concerning alcoholism. This document is prepared for the Bureau of Indian Affairs (BIA) schools to acquaint Indian students with social concepts of alcohol outside their cultural experience. It also attempts to acquaint students and teachers with the consequences of excessive alcoholic consumption. Although designed primarily as a curriculum guide for teachers and administrators, the document can be used as a text for students. It contains suggested activities for carrying out discussions concerning the responsibility of education and individual students in dealing with the problems of alcoholism. (DK)

ED 023 521 RC 002 730

Keating, Charlotte Matthews

Building Bridges of Understanding.

Pub Date 67

Note-155p.

Available from-Palo Verde Publishing Company, Inc., Tucson, Arizona 85702 (\$5.90)

Document Not Available from EDRS.

Descriptors--American Indians, *Annotated Bibliographies, *Childrens Books, Chinese Americans, *Ethnic Groups, Japanese American Culture, Jews, Literature Reviews, *Mexican Americans, Negroes, Non English Speaking, Spanish Speaking

Annotated bibliographies of more than 200 children's books provide suggested readings written to enable children to understand themselves,

as well as other peoples and cultures. Separate sections include reviews and comments about books relevant to Negroes, American Indians, Spanish-speaking ethnic groups, Chinese Americans, Japanese-Americans, Hawaiians, Jews, and other ethnic and multi-ethnic groups. Selections in each section are divided into books appropriate for pre-school and primary levels, upper-elementary levels, and junior-high and high-school levels. Author, title, publisher, and date of publication are included for each book reviewed. (VM)

ED 023 522 RC 002 738

Thomason, L.B. Thomason, M.E.

A Demographic Study of Delaware's Migrant Population: A. The Flow of Migrant Labor; B. The Migrant School Child.

Delaware State Dept. of Public Instruction, Dover.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 67

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—Agricultural Laborers, *Demography, Educational Disadvantage, Educational Needs, Mexican Americans, *Migrant Child Education, *Migrant Workers, *Negroes, *Nursery Schools, Seasonal Labor

Identifiers—*Delaware, Florida

A study conducted by the Vocational-Technical Division of the Delaware Department of Public Instruction traced the flow of the migrant population from place of origin through their work period in Delaware and back to their place of origin, described the educational needs of migrant workers' younger children in juxtaposition to what state educational services were available, and interpreted the information gathered. Approximately 4,301 temporary agricultural workers, predominantly Negroes, were reported to have been employed in Delaware during 1967. The 7 nursery schools which the State Department of Public Instruction conducted for the migrant population aged 2 to 6 years during the summer of 1967 attempted to meet both day care and developmental needs of the children. Both aspects of the program were met adequately. Five case studies of migrant children conclude the report. (VM)

ED 023 523 RC 002 741

Johnson, Lyndon Baines

A New Focus on Opportunity for the Spanish Speaking American, Statement of the President.

Office of the President, Washington, D.C.

Pub Date 23 Feb 68

Note—4p.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Advisory Committees, Conferences, Education, Employment Programs, Federal Aid, *Federal Government, Federal Programs, Health Programs, Housing, *Mexican Americans, *Minority Groups, *Policy, Rural Areas, *Spanish Speaking, Welfare Services

The President of the United States published this statement on recent progress and action towards full opportunity for Mexican Americans, Puerto Ricans, and other Spanish-speaking people. Activities in education, health and welfare, housing, Federal employment, private employment, and rural matters are included. (SW)

ED 023 524 RC 002 746

Organization of School Systems in Georgia: A Survey Report.

George Peabody Coll. for Teachers, Nashville, Tenn. Div. of Surveys and Field Services.

Spons Agency—Georgia State Board of Education, Atlanta.

Pub Date 65

Note—130p.

EDRS Price MF-\$0.75 HC-\$6.60

Descriptors—*Administrative Organization, Administrative Policy, Attendance, Evaluation Criteria, Financial Support, Legal Problems, *Rural Areas, School Administration, *School Redistricting, *School Size, State Departments of Education, *State Standards, State Surveys

Identifiers—*Georgia

In compliance with a Georgia legislative directive to search for efficient and economical methods of providing quality education for children in Georgia, a study of the organization of existing school systems was conducted. The purposes of the study were to develop criteria (1)

for the evaluation of elementary and secondary schools and (2) for reorganization of existing attendance areas, and to compile data on which the proposed suggestions were based. Findings concerning administrative organization, range of available services, school size and cost relationships, current standards and practices, and financial needs indicate that the Georgia county is no longer a suitable basis for planning local school system government. Suggested evaluation criteria, recommendations, advisory suggestions, and conclusions are included in the document. (DK)

ED 023 525 RC 002 760

Wyoming Rural Schools

Wyoming State Dept. of Education, Cheyenne.

Pub Date 68

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*County School Systems, Curriculum Development, *One Teacher Schools, Parent School Relationship, Rural Areas, *Rural Schools, *School Statistics, State School District Relationship, *State Surveys, Student Needs, Student Teacher Ratio, Tables (Data)

Identifiers—*Wyoming

Statistical data on the 158 rural schools of Wyoming are presented, based on information collected in 1967. Data are categorized into 2 types: schools under county superintendents, and schools not under county superintendents. Teacher-pupil ratios are presented for each school. The data indicate that 127 schools were under direct supervision of the county superintendent of schools, while 31 schools were classified as being in a town superintendent. The total school enrollment for the schools included in the survey was 2,510 students, taught by 269 teachers. The 158 rural schools included 99 one-teacher schools, 36 two-teacher schools, 14 three-teacher schools, 2 four-teacher schools, 4 six-teacher schools, 1 seven-teacher school, 1 eight-teacher school, and 1 nine-teacher school. (DA)

ED 023 526 RC 002 766

Wheeler, James O. Brunn, Stanley D.

Negro Migration into Rural Southwestern Michigan.

Pub Date 68

Note—18p.

Journal Cit—The Geographical Review, v58 n2 p214-30 1968

Document Not Available from EDRS.

Descriptors—*Demography, Economic Factors, *Geographic Distribution, Geographic Location, Geographic Regions, Illustrations, Methodology, Migrants, *Migration Patterns, *Negro Population Trends, Rural Population, *Rural Resettlement, Statistical Data, Statistical Studies

Identifiers—*Michigan

Conditions and characteristics underlying the spatial distribution of Negroes in rural Southwestern Michigan are studied in this document. The migration of Negroes is traced into the area, the demographic composition is analyzed, and social and economic ties are compared with those of the white population. Census data and household interviews in 4 communities are utilized. Maps and pictures are used for illustrative purposes. It is indicated that Negro migration into Southwestern Michigan may be an indicator of a future trend associated with metropolitan environments. As the population of central cities becomes increasingly Negro, and the suburbs remain predominantly white, Negroes may move from the ghettos directly into rural areas. (SW)

ED 023 527 RC 002 828

Warburton, Amber Arthur

Stimulating Guidance in Rural Schools, Influence of the National Defense Act Title V-A on Rural Secondary Schools.

Alliance for Guidance of Rural Youth, Richmond, Va.

Pub Date 64

Note—164p.

Available from—American Personnel and Guidance Assn., 1605 New Hampshire Ave., N.W. Washington, D.C. 20009 (\$2.75).

Document Not Available from EDRS.

Descriptors—*Educational Guidance, Elementary School Guidance, Evaluation Methods, Federal Programs, Guidance Facilities, Guidance Personnel, *Guidance Programs, Guidance Services, *Institutes (Training Programs), Post

High School Guidance, *Program Evaluation, *Rural Schools, Rural Youth, State Programs

Identifiers—National Defense Education Act Title 5-A, NDEA Title 5-A

The concluding project of the Alliance for Guidance of Rural Youth resulted in this report, which is designed to evaluate the effect of the Title V-A, National Defense Education Act, guidance services in rural education. It also identifies the best features of guidance programs assisted through this funding, and attempts to describe how rural boys and girls have actually been helped toward developing their potentialities. Information for the study was gathered from the 50 states and Puerto Rico. Appendices contain the questionnaires developed for retrieval of state and local information. (DK)

ED 023 528 08 RC 002 834

Fuller, Gerald R. Phipps, Lloyd J.

Development of Human Resources through a Vocationally Oriented Educational Program for Disadvantaged Families in Depressed Rural Areas. Interim Report No. 1.

Illinois Univ., Urbana. Coll. of Education.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No—IR-1

Bureau No—BR-5-0125

Pub Date Sep 68

Contract—OEC-5-85-041

Note—39p.

Available from—Rurban Educational Development Laboratory, 357 Education Building, University of Illinois, Urbana, Illinois 61801.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—*Depressed Areas (Geographic), *Disadvantaged Youth, Economically Disadvantaged, Experimental Programs, *Family Involvement, *Rural Areas, Rural Education, Socially Disadvantaged, Statistical Data, *Vocational Education

Identifiers—Illinois, *Project REDY, Project Rural Education Disadvantaged Youth

Project REDY (Rural Education-Disadvantaged Youth) was initiated by the University of Illinois on June 1, 1965, and is scheduled to terminate June 30, 1970. The objectives of the project were: (1) to study in depth a depressed rural area and to identify conditions and trends that typify the area; (2) to develop and conduct a model vocationally-oriented education program; and (3) to evaluate the model program through an experimental treatment. Disadvantaged rural families, primarily concentrated in 20 counties in Illinois, served as the population universe. The PERT technique was adopted to provide a guide for the management of events and activities. The project was designed to be conducted in 5 correlated phases. At the time of this report, Phase 4 was nearing its midpoint. The Appendices contain major event PERT charts, information collected, instrumentation, and phase activities. A bibliography concludes the report. Related documents are RC 002 835 and RC 002 836. (SW)

ED 023 529 08 RC 002 835

Fuller, Gerald R. Phipps, Lloyd J.

Development of Human Resources through a Vocationally Oriented Education Program for Disadvantaged Families in Depressed Rural Areas. Interim Report No. 2.

Illinois Univ., Urbana. Coll. of Education.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-0125

Pub Date Sep 68

Contract—OEC-5-85-041

Note—18p.

Available from—Rurban Educational Development Laboratory, 357 Education Building, University of Illinois, Urbana, Illinois 61801.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Depressed Areas (Geographic), Disadvantaged Youth, Economically Disadvantaged, Experimental Programs, *Family Involvement, Rural Areas, Rural Education, Social Class, Socially Disadvantaged, *Social Structure, *Vocational Education

Identifiers—Illinois, Project Educational-Disadvantaged Youth, *Project REDY

One aspect of Project REDY (Rural Education-Disadvantaged Youth) was to explore the degree of upward social and occupational mobility which society might realistically expect from residents of a rural economically depressed area. Social class structure was identified as a related factor

and examined in a rural, Southern Illinois county. It was found that the sociological phenomenon of class stratification of the economically depressed area studied was characterized as primarily middle, upper-working, and working class. It was concluded that an agrarian economically depressed area generally contained youth and adults who wanted to and would work. However, the majority of the youth and adults tended to select lower status occupations due to local availability and social circumstances. An implication drawn from the study was that full development of economically depressed rural areas will occur when business, industry, and education join forces in a planned, systematic attack on economic and social problems. A bibliography concludes the report. Related documents are RC 002 834 and RC 002 836. (SW)

ED 023 530 RC 002 914

Schneider, Elsa, Ed.

Physical Education in Small Schools, with Suggestions Relating to Health and Recreation.

American Association for Health, Physical Education and Recreation, Washington, D.C.; National Education Association, Washington, D.C. Dept. of Rural Education.

Pub Date 60

Note-163p.

Available from-Publications Services, National Education Assn., 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$2.00).

Document Not Available from EDRS.

Descriptors-Community Resources, Facilities, *Games, *Group Activities, Handicapped Students, Health, Human Posture, *Physical Education, Physical Examinations, Physical Fitness, Recreation, *Rural Youth, *Small Schools, Social Development, Teaching Techniques

A joint committee from the American Association for Health, Physical Education and Recreation and the Department of Rural Education, NEA, developed this handbook for physical education for rural youth. General needs of children in relation to physical fitness and social development are discussed. The major portion of the document consists of games and activities which may be used for primary, middle, and upper grades. Suggestions offered have direct implications for expanded programs of health and recreation. A bibliography of general publications and those with special emphasis on games and rhythm programs is included. (JH)

ED 023 531 24 RC 002 951

Mosback, E.J. And Others

Analysis of Compensatory Education in Five School Districts. Volume II: Case Studies. Final Report.

General Electric Co., Washington, D.C. TEMPO. Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-68-TMP-93-2; HEW-05-67-55

Bureau No-BR-8-0462

Pub Date 16 Aug 68

Contract-OEC-0-8-080462-3513

Note-192p.

EDRS Price MF-\$0.75 HC-\$9.70

Descriptors-Achievement Gains, *Case Studies (Education), Comparative Statistics, *Compensatory Education Programs, Educationally Disadvantaged, Negroes, *Program Evaluation, *Research Methodology, Spanish Speaking, Statistical Analysis, *Statistical Data

Identifiers-Elementary and Secondary Education Act of 1965, ESEA Title I
Detailed case studies of each of the 5 school district participating in an evaluation of compensatory education (CE) programs under Title I of the Elementary and Secondary Education Act of 1965 are contained in this volume. Technical features and the methodology used in the 1965-66 and 1966-67 school year programs are described. The description and analysis of each district includes: a description of the district and sample school; types of CE activities; allocation of funds for CE; analysis of trends; distinguishing features of successful CE; characteristics associated with success; and a summary. Analytical methods, statistical data, and a description of variables are included, in addition to a bibliography. A related document is RC 002 952. (SW)

ED 023 532 24 RC 002 952

Mosback, E.J. And Others

Analysis of Compensatory Education in Five School Districts. Volume I: Summary. Final Report.

General Electric Co., Washington, D.C. TEMPO. Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-68-TMP-93-1; HEW-05-67-55

Bureau No-BR-8-0462

Pub Date 16 Aug 68

Contract-OEC-0-8-080462-3513

Note-65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors-*Achievement Gains, Comparative Statistics, *Compensatory Education Programs, *Educationally Disadvantaged, *Program Evaluation, Research Methodology, *Research Reviews (Publications), Statistical Analysis, Statistical Data

Identifiers-Elementary Secondary Education Act of 1965, ESEA Title I

The results of compensatory education (CE) were evaluated in 5 school districts distributed across the nation. These 5 districts represented a subsample of an earlier evaluation involving 11 districts. Data were gathered on the amount and type of CE and the achievement scores of the pupils participating in CE during the 1965-66 and 1966-67 school years under Title I of the Elementary and Secondary Education Act of 1965. The purpose of the study was to determine whether CE had improved student reading achievement, what types of CE proved most successful, and what pupil-school-environment factors were associated with achievement change. The results indicated increased achievement due to CE among pupils of lower achievement levels. CE efforts in reading appeared to be the most successful. Initial achievement and racial composition were 2 variables which correlated with changes in achievement. A related document is RC 002 951. (DK)

ED 023 533 24 RC 002 954

Hoyt, Anne K.

Bibliography of the Cherokees.

South Central Regional Education Lab. Corp., Little Rock, Ark.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-6-2100

Pub Date 68

Contract-OEC-4-7-062100-3074

Note-61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors-American Indian Languages, *American Indians, *Annotated Bibliographies, *Children's Books, *Folklore Books, *Historical Reviews, Instructional Materials, Language Development, Mythology, Reading Materials

Identifiers-*Cherokee Indians

An extensive bibliography of books, government publications, periodical articles, and theses published between 1832 and 1968 has been collected on all phases of Cherokee Indian life. Although the major portion of the listings are concerned with Cherokee history, the document also presents extensive sections on Cherokee folklore (folkways, arts, culture, etc.), and children's books. Shorter listings are also presented on Cherokee education and the Cherokee language. (DK)

ED 023 534 RC 002 955

Burns, Margery

The Case for the Small Schools.

Pub Date Apr 68

Note-25p.; Speech before Minnesota Interim

Commission on Education, April, 1968.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors-*Administrative Organization, Case Studies (Education), *Community Responsibility, Educational Planning, Individualized Programs, *Literature Reviews, *Rural Education, School Community Relationship, School Redistricting, School Size, *Small Schools, Surveys

Identifiers-Dominion Report, *Minnesota
A political writer presents the case for maintaining small schools in Minnesota and not entering into drastic consolidation of school districts as recommended by the Dominion Report. Small School superintendents' replies to a survey, results of educational studies and reports, the work of small school projects, and quotations from prominent educators and other national figures are cited in pointing out the unique features of small schools. Flexibility in programming, an individualized approach to students, and an excellent teacher-student situation are among advantages discussed. It is concluded that in place of consolidation, local control should be maintained and the legislature should strengthen, en-

courage, and promote small schools. A bibliography and copy of superintendents' survey form concludes the document. (SW)

ED 023 535 RE 001 250

Henderson, Edmund H. Long, Barbara H.

Some Correlates of Reading Readiness among Children in Varying Background.

Note-9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors-Caucasian Students, *Childhood Attitudes, Early Experience, Emotional Development, Negro Students, Perceptual Motor Learning, *Personality Studies, *Reading Readiness, Socioeconomic Status

Identifiers-Childrens Self Social Constructs Test, Metropolitan Readiness Test

The relationships between noncognitive factors and reading readiness in elementary school children were studied. One hundred and ninety-two entering first graders (half Negro, half white; half boys, half girls) were selected in two rural Southern counties at the initial stages of a desegregation program. The socioeconomic level of the groups was controlled so that half of each group belonged in grades 6 and 7 and half belonged in grades 1 through 5. The Metropolitan Readiness Test and the Children's Self-Social Constructs Test (preschool form) were given within the first few weeks of school. After 6 weeks, teachers were asked to rate all subjects on 24 bipolar dimensions of classroom behavior including follows directions and talks to other children. Intercorrelational analysis based on the total sample indicated a high relationship between readiness and eight of the 17 variables. Among the eight, preschool education, teachers' ratings, and age were the best predictors. Among the other significant relationships were distance from teacher, realism for size, and preference for mother. The data seem to indicate that meaningful social experience is as important as training in decoding skills for reading readiness. References are given. (WL)

ED 023 536 RE 001 257

Ellson, Douglas G.

A Report on Programmed Tutoring.

Pub Date 24 Apr 68

Note-20p.; Paper presented at International

Reading Association conference, Boston, Massachusetts, April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors-Cooperative Teaching, Elementary School Students, Individual Instruction, Part Time Teaching, *Programed Tutoring, *Program Evaluation, *Reading Instruction, Teacher Aides, Teaching Methods, Test Interpretation

The paraprofessional who is a programmed tutor can make a significant contribution to the teaching of reading as a technician whose duties and responsibilities are carefully limited and defined. Tutors are usually housewives with at least a high school education. They are required only to judge the correctness of reading responses and the acceptability of question answers. During the development of programmed tutoring, more than 3,000 children have been tutored in about 60 schools. There are now 10 operational programs designed to teach the basic reading skills. Research indicates that programmed tutoring used as a supplement to regular classroom teaching is more effective than either method alone. The results of a recent field test comparing programmed tutoring and directed tutoring in which the subjects were 120 first-grade students in 20 Indianapolis schools suggest that programmed tutoring, in its present form, utilized twice daily in 15-minute sessions as a supplement to conventional classroom instruction can significantly improve reading achievement. However, further research is needed to discover the conditions under which programmed tutors make significant contributions to learning. Their degree of effectiveness finally must be evaluated by the performance of the children they teach. (BS)

ED 023 537 RE 001 312

Levine, Jane B.

The University of Pennsylvania Dyslexia Information Center.

Pub Date 26 Apr 68

Note-8p. Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Annotated Bibliographies, *Dyslexia, *Information Centers, Information Dissemination, *Information Sources

A systematic search is necessary in order to pull together a complete bibliography on dyslexia because the literature is divided among several quite different disciplines, notably medicine, education, and psychology. If the results of this search are shared, time will be saved and the general quality of research efforts will improve. The Reading Clinic of the University of Pennsylvania has produced an annotated bibliography which will be published in 1968. The bibliography will contain some 500 articles through 1965 from the entire spectrum of professions dealing with dyslexia and severe reading disabilities and will include articles from domestic and foreign language publications. Most articles have been abstracted and indexed, and a few have been copied and placed in Reading Clinic files. (Author/BS)

ED 023 538

RE 001 317

Lerner, Janet W.

A Global Theory of Reading—and Linguistics.

International Reading Association, Newark, Delaware.

Pub Date Feb 68

Note—6p.

Journal Cit—The Reading Teacher, v21 n5 p416-421 Feb 1968

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, Classroom Environment, Language Learning Levels, *Linguistics, Reading Comprehension, *Reading Instruction, *Reading Processes, *Reading Skills, Teacher Influence, *Theories, Word Recognition

A proposed framework for a global theory of reading divides the total reading area into the following major systems: (1) the distinct reading skills and abilities which are involved with what the child can achieve, (2) the reading-learning process of the child which is involved with how he acquires reading skills, and (3) the actual teaching of reading which involves the impact of the teacher, class, and school environment on the child's learning processes. In the first system, linguistics can contribute to word perception and comprehension because of its emphasis on phoneme-grapheme relationships and intonation. In the second system, linguistics can contribute through emphasis on the relationship of a child's own language or dialect to his developmental and thinking processes. In the third system, linguistics has little to contribute. The systems are discussed in detail. References are listed. (BS)

ED 023 539

RE 001 321

Ecroyd, Donald H.

Negro Children and Language Arts.

International Reading Association, Newark, Delaware.

Pub Date Apr 68

Journal Cit—The Reading Teacher, v21 n7 p624-629 Apr 1968 NOTE—6p.

Document Not Available from EDRS.

Descriptors—*Language Arts, Language Development, Linguistics, Listening, *Negro Education, *Nonstandard Dialects, Oral Expression, *Readiness, Reading Skills, Second Language Learning, Teacher Attitudes, Urban Environment, Writing Skills

The language the Negro child brings with him to school has a linguistic structure which is clearly distinguishable from that of standard English. His language is not a defective form of speech. There is, however, what Labov calls, "reciprocal ignorance," a mutual lack of comprehension for the other's language system. Writing is a secondary symbol system, and, before it can be adequately taught, the correspondences between the child's primary symbol system which is oral and standard English must be understood. This, to a large extent, is what William S. Carroll intends to achieve with his "second language approach." It is necessary to involve the child in a series of experiences that develop his oral language competence. The Negro ghetto child must develop conceptual language symbols such as "up-down" and "big-bigger." It might be wise to delay the usual reading materials until this is successfully accomplished. The child should learn to manipulate the various parts of his language to read what he says. When this phase is well under way, he can begin to learn to read what the teacher says. (WL)

ED 023 540

RE 001 322

Hanson, Earl

Factors Related to Reading Rates.

International Reading Association, Newark, Delaware.

Pub Date Apr 68

Note—4p.

Journal Cit—The Reading Teacher, v21 n7 p663, 665, 667, 669 Apr 1968

Document Not Available from EDRS.

Descriptors—*Environmental Influences, Inner Speech (Subvocal), Intelligence Factors, Motivation, *Physical Characteristics, *Psychological Characteristics, Readability, Reading Habits, *Reading Research, *Reading Speed, Visual Perception

A summary of research on reading rate is presented. Cited studies dating from 1884 to 1965 suggest a relationship among reading rate and visual perception, practice in reading, power of concentration, mental alertness, complex reaction times, intelligence, amount of vocalization, content, rate of thinking, intensity of illumination, typographical factors, linguistic ability, motor ability, personality traits, age, oxygen transport efficiency, psychophysiological maturation, and the reader's purpose and motivation. It is suggested that an individual's speed and span of perception develop most during the first four grades. Twenty-four references are included. (BS)

ED 023 541

RE 001 329

Harris, Albert J.

What About Specific Theories of Teaching Remedial Reading?

Pub Date Apr 68

Note—14p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Lateral Dominance, Learning Disabilities, *Medical Treatment, *Neurological Organization, *Perceptual Development, *Perceptual Motor Coordination, Psychomotor Skills, Reading Difficulty, *Remedial Reading

Four new approaches to remedial reading directed toward the stimulation of defective perceptual areas by procedures other than teaching reading skills are reviewed. The Delacato approach emphasizes the development of neurological organization and laterality. It may be useful for a small percentage of children with severe reading disabilities, but its value has not been substantiated. The Kephart approach proposes the development of learning readiness through exercises which develop balance and motor control, eye-hand coordination, and directionality. A third approach stresses specific perceptual training. It resulted from the development of the Illinois Test of Psycholinguistic Abilities and the Frostig Developmental Tests of Visual Perception. The possible contribution of pharmacology to remedial education is explored by an approach which suggests the use of drugs for children with reading disabilities. These four approaches, however, have failed to produce conclusive evidence of their effectiveness. More carefully controlled research is recommended. Forty-six references are cited in the bibliography. (NS)

ED 023 542

RE 001 332

Guszk, Frank J.

Questioning Strategies of Elementary Teachers in Relation to Comprehension.

Pub Date 26 Apr 68

Note—16p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Abstract Reasoning, *Cognitive Processes, Creative Thinking, Critical Thinking, *Elementary School Teachers, Logical Thinking, *Questioning Techniques, *Reading Comprehension, *Thought Processes

Reading lessons were observed, taped, and analyzed to determine how teachers' questioning strategies contribute to students' ability to comprehend materials read. The kinds of thinking elicited by teachers' questions were investigated by means of a classification scheme developed which included recognition, recall, translation, conjecture, explanation, and evaluation. The characteristic patterns of teachers' questioning behaviors used to control students' responses were categorized into Immediate Right Answer, No Answer Permitted, No Answer Received, and Extending Answers. Question clusters used by

teachers to relate the thinking of two or more questions were classified into Setting Purpose-Followup, Verification, Judgmental, and Justification. An analysis of 1,857 questions of 12 randomly selected second-, fourth-, and sixth-grade teachers showed that the teachers tended to emphasize questions which required recall thinking. While they used several controlling actions to cue, clarify, extend, or shut off the students' thinking, they tended to use the Immediate Right Answer pattern. Teachers failed to put questions into clusters which would extend students' thinking and comprehension of the material read. (NS)

ED 023 543

RE 001 379

Jenkinson, Marion D.

Realms of Reading: Rhetoric, Reasoning and Reflection.

Note—31p.; Paper presented at International Conference on English, Vancouver, August 1967.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—*Abstract Reasoning, Associative Learning, Comprehension Development, Content Reading, *Critical Thinking, Learning Theories, Logic, Organization, *Reading Comprehension, *Rhetoric, Written Language

Rhetoric, reasoning, and reflection are discussed as the tools which enable a reader to distill the experience of reading to its greatest limits. Rhetoric is interpreted as the facility which allows the reader to understand both the necessary "how" and "what" of an author's work. Eleven cognitive processes used in written material are defined and related to rhetoric. The importance of early instruction in rhetoric as it applies to reading as well as to writing is emphasized. Reasoning is discussed as a criterion necessary to decode an author's thought and language. It is identified as a requisite to perceiving the association of ideas and the organization of thought in a written work. Courses in logic at the high school level are advocated strongly. Reflection is designated as essential to avoiding the intellectual sterility. It is noted that in this age of mass communication, reading remains unique in its individualized approach. The reader can choose according to his interest and can adjust the rate and time of his communication to allow for consequential reflective thought. References and illustrative figures are included. (BS)

ED 023 544

RE 001 442

Roth, Lois H. And Others

Design for Developing Colorado Reading Programs.

Colorado State Dept. of Education, Denver.

Pub Date Jun 67

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—*Conference Reports, Curriculum, Gifted, Group Reading, *Guidelines, Language Arts, Principals, Reading Achievement, Reading Consultants, Reading Diagnosis, Reading Difficulty, Reading Instruction, *Reading Programs, Reading Skills, Remedial Reading, Second Language Learning

Identifiers—Elementary and Secondary Education Act (Title I), Elementary and Secondary Education Act (Title II)

The report of an Invitational Reading Work Conference held in Denver in February 1966 suggests guidelines for examining existing curricula and establishing new reading programs and develops guidelines for planning and implementing reading programs which deal with the causes of reading problems. Conference leaders are listed. The contents (1) define reading, (2) describe a balanced reading program which involves the interaction of speaking, listening, writing, and reading, (3) define the roles of the classroom teacher, the reading teacher, the consultant, and the principal, (4) describe a reading breakthrough wherein children enjoy reading success, (5) provide an extensive checklist for observing a child's classroom reading habits and behavior, (6) describe the causes of reading problems, and (7) make recommendations providing for reading success concerning grouping, methods, materials, machines, gifted children, and English as a second language. References are included. (JB)

ED 023 545

RE 001 445

Fried, Marian And Others

Developmental Reading in Social Studies; Rise in Industry and Agriculture.

Sewanhaka Central High School District Number 2, Nassau County, N.Y.

Pub Date 65

Note-104p.

EDRS Price MF-\$0.50 HC-\$5.30

Descriptors—*American History, *Content Reading, Context Clues, Developmental Reading, *Grade 8, Junior High Schools, Reading Comprehension, Recall (Psychological), *Social Studies Units, *Teaching Guides, Unit Plan, Vocabulary Development

This unit guide, sixth in a series of seven, is designed to provide eighth-grade teachers with materials for reading and study skills instruction while developing the facts, attitudes, and concepts of social studies. Information about the rise of industry and agriculture is found in two texts: "This is America's Story," for use with average classes and "Exploring American History," for use with modified classes. Each chapter of material contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note taking, recall, and prereading skills such as use of the introduction, subchapter and chapter headings, and pictures. Combined questions applicable to both textbooks are also provided. (JB)

ED 023 546

RE 001 446

Fried, Marian And Others

Developmental Reading in Social Studies; Civil War. A Guide for Teachers, Grade 8, Revised.

Sewanhaka Central High School District Number 2, Nassau County, N.Y.

Pub Date 65

Note-79p.

EDRS Price MF-\$0.50 HC-\$4.05

Descriptors—American History, Civil War (United States), *Content Reading, *Developmental Reading, Factual Reading, *Grade 8, Junior High Schools, Reading Instruction, Reading Level, Reading Programs, Reading Skills, *Social Studies Units, Study Skills, *Teaching Guides

This unit guide, fifth in a series of seven, is designed to provide eighth-grade social studies teachers with the material necessary for providing reading and study skills instruction while developing the facts, attitudes, and concepts of social studies. Information about the Civil War is found in two texts, Wilder and Ludlum, "This is America's Story," and Swartz and O'Connor, "Exploring American History." The former is designed for use with average classes; the latter, with modified. Each chapter of materials contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note taking, recall, and prereading skills such as use of the introduction, subchapter and chapter headings, and pictures. Combined questions applicable to both textbooks are also provided. (WB)

ED 023 547

RE 001 447

Fried, Marian And Others

Developmental Reading in Social Studies; Discovery and Exploration. A Guide for Teachers, Grade 8, Revised.

Sewanhaka Central High School District Number 2, Nassau County, N.Y.

Pub Date 65

Note-99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—*American History, *Content Reading, Developmental Reading, *Grade 8, Junior High Schools, Reading Comprehension, Recall (Psychological), *Social Studies, Social Studies Units, *Teaching Guides, Unit Plan, Vocabulary Development

This unit guide, first in a series of seven, is designed to provide eighth-grade teachers with materials for achieving the dual objectives of providing reading and study skills instruction while developing facts, attitudes, and concepts of social studies. Information about discovery and exploration is found in two texts: "This is America's Story," for use with average classes and "Exploring American History," for use with modified classes. Each chapter of material contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note

taking, recall, and prereading skills such as use of subchapter and chapter headings and pictures. Combined questions applicable to both textbooks are also provided. (JB)

ED 023 548

RE 001 448

Fried, Marian And Others

Developmental Reading in Social Studies; European Colonies in the New World and the Colonies Struggle for Independence. A Guide for Teachers, Grade 8, Revised.

Sewanhaka Central High School District Number 2, Nassau County, N.Y.

Pub Date 65

Note-59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—*American History, *Content Reading, Context Clues, Developmental Reading, *Grade 8, Junior High Schools, Reading Comprehension, Recall (Psychological), *Social Studies, Social Studies Units, *Teaching Guides, Unit Plan, Vocabulary Development

This unit guide, second in a series of seven, is designed to provide eighth-grade teachers with materials for reading and study skills instruction while developing the facts, attitudes, and concepts of social studies. Information about the European colonies in the New World and America's struggle for independence is found in two texts, "This is America's Story," for use with average groups, and "Exploring American History," for use with modified classes. Each chapter of materials contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note taking, recall, and prereading skills such as use of the introduction, subchapter and chapter headings, and pictures. Combined questions applicable to both textbooks are also provided. (JB)

ED 023 549

RE 001 451

Cooper, Minna And Others

Developmental Reading in Social Studies; New York State Government and Local Government. A Guide for Teachers, Grade 7, Revised.

Sewanhaka Central High School District Number 2, Nassau County, N.Y.

Pub Date 64

Note-133p.

EDRS Price MF-\$0.75 HC-\$6.75

Descriptors—Comprehension Development, *Content Reading, Critical Thinking, *Curriculum Guides, *Developmental Reading, Directed Reading Activity, *Grade 7, *Social Studies, Study Skills, Vocabulary Development

This guide is designed to provide seventh-grade social studies teachers with materials needed to present instruction in reading skills and to teach those facts, concepts, and attitudes which are the aim of social studies education. Entries on the subject of New York State government and local government are arranged by topic, and material within each topic is arranged according to two texts: "Living in New York" by Flierl and Urell, to be used with modified classes, and "New York: The Empire State" by Ellis, Frost, and Fink, to be used with honors and average classes. To promote the development of comprehension, vocabulary, critical thinking, and study skills, the guide presents exercises in outlining, critical reading, skimming, and interpreting charts and diagrams. Questions are designed to evaluate the student's mastery of these skills and of content subject matter. Some questions included are designed to cover collateral chapters in the two texts. (RT)

ED 023 550

RE 001 454

Schoeller, Arthur W.

Volunteer Reading Tutoring Program. Summary Report.

Milwaukee Public Schools, Wis.

Pub Date 68

Note-80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—After School Tutoring, Community Consultants, *Community Programs, Cooperative Programs, Enrichment Programs, Reading Difficulty, *Remedial Reading Programs, Self Concept, *Tutoring, Urban Youth

The Volunteer Reading Tutoring Program in center city Milwaukee during the 1967-1968 school year was a mutual project of the School of Education Reading Clinic and the Center for Community Leadership of the University of

Wisconsin-Milwaukee. The program was organized by two urban specialists and a reading consultant to meet the expressed reading needs of the center city community. Professional reading assistants worked with and trained the volunteer reading tutors. Tutoring centers were established in 12 churches throughout the community for retarded readers in grades 3 through 5. Positive evidence provided by informal observations and formal survey showed that the benefits of the Volunteer Reading Tutoring Program should continue to be available to center city residents. Specific recommendations for the future are listed. Reports from the 12 centers and appendices are included. (WB)

ED 023 551

RE 001 455

Reading Program.

Bloomington Public Schools, Minn.

Pub Date 67

Note-208p.

EDRS Price MF-\$1.00 HC-\$10.50

Descriptors—Content Reading, Corrective Reading, *Curriculum Guides, *Developmental Reading, Reading Development, Reading Improvement, Reading Material Selection, *Reading Skills, Recreational Reading, Remedial Reading Programs, *Sequential Reading Programs, Supplementary Reading Materials

The reading program (K-12) of the Bloomington Public Schools, Bloomington, Minnesota, is defined and described. The program revolves around four major divisions: developmental reading, supplementary reading, library reading, and remedial reading. These major divisions are discussed relative to specific purposes, organization, materials, and activities. A detailed scope and sequence chart lists specific reading skills to be developed. Instructional materials for grades K-12 are listed under the topical headings of developmental, supplementary, and remedial reading. Suggestions for evaluation of the reading program are given. An extensive teaching guide of content material and suggested activities to supplement the basal reader is provided for elementary teachers. A bibliography and appendices are included. (WB)

ED 023 552

RE 001 458

Sensory-Motor Perception. Preliminary Findings of a Cooperative Curriculum Project.

Report No-DPSC-66-1268

Note-23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Auditory Discrimination, Auditory Perception, Auditory Training, *Curriculum Development, Instructional Materials, Lateral Dominance, *Motor Development, *Perceptual Development, *Perceptual Motor Learning, Sensory Aids, Sensory Training, Tactile Perception, *Visual Discrimination

Identifiers—Title III

Many children with learning problems have difficulties with perceptual development. This bulletin, reporting the preliminary findings of a Cooperative Curriculum Project funded under Title III, Elementary and Secondary Education Act, discusses Kephart's definition of sensory motor perception. It defines and suggests activities and materials available for gross and fine motor development; body image, including posture, laterality, and dominance; visual motor perception, including visual motor coordination, figure ground, perceptual constancy, spatial skills, visual discrimination, and visual memory; auditory perception, including auditory discrimination and memory; and tactile discrimination. A bibliography and a film listing are also included. (JB)

ED 023 553

RE 001 459

Glassner, Leonard E.

Transition Room Program, 1967 Report.

Pittsburgh Public Schools, Pa.

Pub Date 67

Note-62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—Corrective Reading, *Elementary School Students, Organization, Program Content, *Program Descriptions, Reading Instruction, Reading Programs, Remedial Reading, *Remedial Reading Programs, *Transitional Classes, Underachievers

Identifiers—Elementary And Secondary Education Act, Title I

The Transition Room Program of the Pittsburgh Schools was defined and evaluated by the

staff, the administration, and a program evaluator from the Office of Research. The definition included general objectives, anticipated outcomes, student criteria and characteristics, staff qualifications and functions, media, student activities, and staff activities. The program was designed to help underachieving third and fourth graders solve reading problems by participating in a small class group for one-fourth to one-half of the school day. Seven of the 36 transition room teachers were interviewed to determine the compatibility of the transition room with the total school setting in respect to the use of student and teacher time, facilities, and media. The formal program definition was then evaluated with respect to its comprehensiveness and face validity. Metropolitan Achievement Test scores (paragraph meaning subtest) were compared for an experimental and a control group, and findings and conclusions are presented. The program produced increased student reading comprehension, but there is a need for a more precise program definition and an adequate treatment identification design. Appendixes include the two interview schedules used. (CM)

ED 023 554

RE 001 461

Dodd, Gerald

Improving Reading Skills in Regular English

Classes, Grades 7-9. An Instructional Bulletin.

Los Angeles City Schools, Calif.

Report No-LACS-SC-648

Pub Date 68

Note-25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors--Comprehension Development, Critical Reading, *Curriculum Guides, *English Instruction, Instructional Aids, *Junior High Schools, Locational Skills (Social Studies), Oral Reading, Reading Diagnosis, *Reading Instruction, *Reading Skills, Reading Tests, Silent Reading, Standardized Tests, Teaching Procedures, Vocabulary Development

Descriptions of suggested teaching procedures are given for each item in the "Reading Skills" sequence of the "Junior High School English Course of Study" (Los Angeles City Schools publication X-66). This information includes suggested diagnostic procedures such as standardized tests, observation of pupils, oral reading surveys, and silent reading with a comprehension checklist; a specific plan for teaching a reading lesson; and suggested procedures for teaching comprehension skills, vocabulary development skills, and locational skills. (JB)

ED 023 555

RE 001 463

Pope, Lillie

Guidelines to Teaching Remedial Reading to the Disadvantaged.

Pub Date 67

Note-125p.

Available from--Faculty Press, Inc., 1449 37th St., Brooklyn, N.Y. 11218

Document Not Available from EDRS.

Descriptors--After School Tutoring, *Disadvantaged Youth, Nonprofessional Personnel, *Reading Diagnosis, Reading Failure, Reading Games, Reading Instruction, Reading Level, Reading Materials, *Reading Skills, *Remedial Reading, Teaching Techniques, *Tutoring

This manual for nonprofessional tutors in remedial reading programs outside of the established educational structure deals with specific techniques needed for teaching children, adolescents, and adults to read. It describes the problems of the student who comes for instruction and discusses the relationship between him and the tutor. It outlines in simple terms the skills that are involved in the reading act, the methods that can be used to evaluate a student's reading level and determine his special needs, the organization of a program of instruction, and the application of specific teaching techniques and materials. An inventory of elementary reading skills, a sample lesson plan, and a listing of the normal sequence for acquisition of reading skills are included. "Sound-Out Lists" with letters, words, and pictures are categorized for teaching various phonetic elements. Suggestions for teacher-made games and devices are given. A glossary, a directory of publishers, a list of commercial games, and a list of publications are included. (CM)

ED 023 556

RE 001 464

Supplementary Language Arts Centers in Danbury.

Connecticut State Dept. of Education, Hartford.

Report No-CSDE-Bull-105

Pub Date Jan 68

Note-25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors--*Economically Disadvantaged, *Educationally Disadvantaged, *Experimental Schools, *Federal Programs, Instructional Materials, *Language Arts, Listening Skills, Reading Skills, Speaking, Writing Skills

This bulletin, the fourth in a series, describes the Demonstration City Project in Danbury, Connecticut, a model school system designed to research and develop federally-funded programs in close cooperation with educational consultants. Central to the project's goal of turning potential into accomplishment and bringing children up to grade level, was the idea that language arts is more than reading alone. Speaking, writing, and listening skills were included in the planned curriculum. A description is furnished of the criteria by which the children, schools, schedule, curriculum, and staff were selected. Teacher impressions and ideas resulting from the project are listed. (JB)

ED 023 557

RE 001 466

Steed, Stanley M.

Teaching Dictionary Skills through a Slang Dictionary.

Pub Date 29 Jul 68

Note-19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors--*Dictionaries, *English Curriculum, Language Instruction, Language Skills, *Research and Instruction Units, *Secondary Education, Skill Development, Tests, *Word Study Skills

A unit for teaching dictionary skills through the compilation of a slang dictionary was written with the purpose of providing an inductive learning situation. The students are to begin by defining slang usage and bringing in slang words and definitions on cards. Small groups are to be formed to evaluate the definitions and make additions. In preparing to assemble the dictionary, an investigation will be made to determine what should be included in each entry and how it should be arranged. The various elements of pronunciation, syllabification, spelling, inflected forms, parts of speech, synonyms, etymology, literary allusions, and levels of usage are to be discussed, with the teacher providing examples for study. An innovative test construction is described for evaluation of the unit. Different situations involving a boy with whom the students can identify are described, and multiple choice responses are listed. Another evaluative method described involves role playing. References are included. (CM)

ED 023 558

RE 001 467

Katrein, Robert M.

Conducting an In-Service Reading Program at the Secondary Level. Grades 7-12.

Note-52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors--Content Reading, *Inservice Teacher Education, Program Development, Program Evaluation, Program Planning, *Reading Instruction, Reading Programs, *Secondary Grades, Teacher Attitudes, Teacher Participation

The importance, the characteristics, the organization, and the evaluation of effective secondary inservice reading programs are discussed. The importance of reading instruction in all subject areas and the importance of total faculty participation in the development of an inservice program are stressed. Three characteristic stages of an inservice reading program are noted: (1) stimulating the interest and understanding of the instructional staff, (2) providing encouragement and security for teachers implementing reading instruction methods in their classrooms, and (3) producing effective reading teachers. Emphasis is placed on the suggestions that attendance not be mandatory, that separate programs be provided each year for new teachers, that actual teaching problems be treated, and that the program be continuous. Two organizational suggestions propose preparatory reading committees to initiate faculty interest, and overall attendance and participation by teachers, principals, and reading consultants to insure success. Formal and informal evaluation methods are suggested, with emphasis on the 11 criteria of the International Reading Association's "Conducting In-Service

Programs in Reading." Several exemplary programs are described. A bibliography and sample teacher questionnaires are included. (BS)

ED 023 559

RE 001 468

LaPray, Margaret H.

Reading as a Second Language.

Pub Date Nov 67

Note--8p.; Paper presented at National Council of Teachers of English conference, Honolulu, Hawaii, Nov. 23-25, 1967.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors--Content Reading, *English, Junior High School Students, Language Ability, *Language Handicapped, *Nonstandard Dialects, *Reading Failure, Vocabulary

Students who speak in a jargon related to, but different from, Standard American English and students who know a single or limited word meaning but are unable to translate that word into a new subject area content both need reading instruction as though Standard American English were their second language. All content area teachers must teach vocabulary, content, and reading skills in the language of their subject matter. The San Diego City Schools program for junior high school atypical readers described as severely handicapped, handicapped, and disabled is discussed as a good example of a reading program with total staff involvement. (CM)

ED 023 560

RE 001 469

Iverson, William J. And Others

Development of Lifetime Reading Habits.

International Reading Association, Newark, Delaware.

Pub Date 68

Note-86p.

Available from--International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$2.25 to members, \$2.50 to nonmembers).

Document Not Available from EDRS.

Descriptors--Adults, College Students, Content Reading, *Creative Reading, *Critical Reading, Elementary Grades, Literary Genres, *Reading Habits, Reading Improvement, *Reading Interests, Reading Materials, *Reading Skills, Secondary Grades, Teaching Techniques

This bulletin describes the nature and development of reading habits at elementary, secondary, college, and adult levels and offers suggestions for improvement. An appreciation of literary forms, taught in precise vocabulary, should be included in elementary instruction. The teaching of reading skills should be continued and developed in intermediate grades. Content area teachers in the secondary schools can most effectively teach such reading skills as vocabulary, rate adjustment, skimming, browsing, and the "skills of involvement." Critical and creative reading should be developed as separate functions at the secondary level. The reading habits of college students can be improved through the development of critical reading, reading flexibility, and context vocabulary. There is a trend toward lessening interest in reading through adulthood. Catalogs of children's books are listed. Sample topic's of interest to a group of fourth graders are accompanied by suggested titles and a bibliography of children's books. Two appendixes of ideas, appropriate for primary and intermediate grade students, for developing lifetime reading habits are verbatim reports by elementary teachers. (CM)

ED 023 561

RE 001 470

Aaron, Ira E. And Others

Conducting In-Service Programs in Reading.

Reading Aids Series, No. 1.

International Reading Association, Newark, Delaware.

Report No-IRA-RA-1

Pub Date 65

Note-53p.

Available from--International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711 (\$1.75 to members, \$2.00 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Inservice Programs, *Program Design, *Program Evaluation, Reading Improvement, Reading Instruction, Teacher Attitudes, *Teacher Workshops

Needs, goals, and characteristics of inservice programs in reading are discussed. Careful planning and organizing are emphasized; roles of various participants are outlined; and suggested criteria for evaluating the program are discussed. A discussion of survey forms for inservice work

in reading suggests areas of application, and sample survey forms are included. Examples of a variety of inservice programs in reading give a cross-sectional view of successful and not-so-successful programs with critical comments listing merits and weaknesses. (WB)

ED 023 562 RE 001 471
Johnson, Marjorie Seddon Kress, Roy A.
Information Reading Inventories. Reading Aids Series, No. 2.

International Reading Association, Newark, Delaware.

Report No-IRA-RA-2

Pub Date 65

Note-42p.

Available from-International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711 (\$1.75 to members, \$2.00 to nonmembers).

Document Not Available from EDRS.

Descriptors-Evaluation Methods, *Informal Reading Inventory, *Instructional Aids, Listening Skills, Oral Reading, *Reading Diagnosis, Reading Level, *Reading Tests, Resource Materials, Scoring, Silent Reading, Test Construction, Word Recognition

Techniques for developing and using informal reading inventories are listed. Concepts and purposes of the inventory are suggested, and reading levels are defined. Suggestions are offered for individual and group inventories, material preparation and analysis, question formation and selection, methods of scoring and recording, and methods of evaluation. A bibliography is included. (JB)

ED 023 563 RE 001 474

Gray, David

Final Report on the 1967 Summer Basic Skills Program.

Philadelphia School District, Pa.

Pub Date 68

Note-32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors-*Arithmetic, *Basic Skills, Educational Attitudes, *Elementary Grades, Experimental Programs, *Low Achievers, Methodology, Reading Achievement, *Reading Instruction, Staff Improvement

A basic skills program designed for first- to sixth-grade students who were underachieving in reading or arithmetic was evaluated. The program was designed to raise the students' levels of achievement and to improve their attitudes toward learning. A staff development program designed to introduce teachers to new methods of teaching basic skills, to encourage their use of them, and to provide them with a better understanding of how to teach these skills was also evaluated. Three experimental reading methods were used: the Imperial Productions Self-Directive Program, the Stern Structured Linguistics, and the Sullivan Programmed Reading. Two nonexperimental methods were also used: traditional phonics and eclectic approaches. Pre-session and post-session questionnaires, the Botel Phonics Inventory, the Reading subtest of the Metropolitan Achievement Test, and other tests were administered. It was concluded that all post-test means were significantly higher than pretest means. None of the five reading methods was significantly better than the others. Teachers using experimental methods were resistant to change. The importance of teacher involvement in curriculum development and change was established. A list of references, an appendix, numerous tables, and a review of related research are included. (RT)

ED 023 564 RE 001 475

Herber, Harold L.

Teaching Reading through Seventh Grade Science Content.

Sewanaka Central High School District Number 2, Nassau County, N.Y.

Note-30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors-*Content Reading, *Developmental Reading, *Reading Achievement, Reading Material Selection, *Reading Programs, *Reading Research, Reading Skills, Supplementary Reading Materials

The effectiveness of teaching specific, related reading skills within a content subject was tested in seventh-grade science classes. Comparisons were made among seventh graders who were taught no reading skills in conjunction with a

content subject, seventh graders who received instruction in reading skills within the social studies content, and seventh graders who received instruction in reading skills within the science content. The achievement of the three groups was compared according to performance on the Iowa Silent Reading Test, the New York State Science Survey, and the New York State Social Studies Survey. Samples were drawn from the total population of approximately 2,000 students and evaluated for reliability. The level of significant achievement gain between pretest and post-test scores was determined, and the amount of growth from group to group was evaluated. Results indicated that the reading, science, and social studies instructional programs produced significant gains regardless of the developmental reading program, but growth in subject content achievement was measurably affected by this reading instruction. Teacher experience in reading skills instruction may have been a factor. An appendix gives detailed, independent corroboration of the data processing. (WB)

ED 023 565 RE 001 477

Fry, Edward B.

The Readability Graph Validated at Primary Levels.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-TR-1

Grant-OEG-0-8-085762

Note-13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors-*Cloze Procedure, Informal Reading Inventory, Oral Reading, *Predictive Validity, *Primary Grades, *Readability, *Reading Level, Reading Materials

The validity of Fry's Readability Graph for determining grade level readability scores was compared with the Spache Formula, the cloze technique, and oral reading in the case of seven primary-level books. Descriptions of these four indicated that to determine grade level, Fry's Readability Graph plots the total number of syllables with the total number of sentences for a 100-word passage. The materials used for comparative analysis were selected cloze passages read aloud by 30 primary grade children. Percent of errors was recorded for reading of the words not deleted, and grade level readability scores were computed by the Readability Graph and the Spache Formula. Rank order correlations showed highly consistent correlations for all four methods. The Readability Graph yielded about the same level scores as the Spache Formula. The cloze method was judged to be the most accurate and the most capable of making fine distinctions; however its use is limited because it requires a group of subjects to read the selections for evaluation at a given time. Tables and references are included. This research was funded under Title III of ESEA. (CM)

ED 023 566 RE 001 479

Responsive Environment Learning Centers "Feedback from the Field."

Responsive Environment Corp., New York, N.Y.

Pub Date 68

Note-118p.; Report of a conference held by Responsive Environments Corporation, Feb. 8-10, 1968.

EDRS Price MF-\$0.50 HC-\$6.00

Descriptors-Adult Reading Programs, *Autoinstructional Aids, Culturally Disadvantaged, Demonstration Programs, *Educational Environment, Learning Theories, *Multimedia Instruction, Remedial Reading Programs, Retarded Readers, Special Education, *Teaching Machines

This conference report describes the use of the Edison Responsive Environment (ERE), a "talking typewriter" based on some of the work of O. K. Moore. Conferees were various educators and officials of the Responsive Environment Corporation. Panel discussions and speeches describe the field use of the ERE in several educational settings including remedial language arts programs and programs designed for autistic children, culturally disadvantaged children, and retarded readers of normal intelligence. While most of the reports make reference to comparative research design, no analysis of data is presented, because many of the projects were still in progress at the time of the conference. Some

discussion of learning theory and programing theory is included. (WB)

ED 023 567 RE 001 480

Moody, Barbara J., Ed. And Others

Recipes for Reading: A Teacher's Handbook for Diagnostic and Prescriptive Teaching, or the Reading Teacher's "Cookbook."

Cooperative Educational Services Center, Winsted, Conn.

Pub Date Aug 68

Note-434p.

Available from-Cooperative Educational Services Center, Box 528, Winsted, Conn. 06098.

Document Not Available from EDRS.

Descriptors-Basic Reading, *Codification, Corrective Reading, Elementary Grades, *Reading Diagnosis, *Reading Games, Reading Instruction, *Reading Materials, *Reading Skills, Sequential Reading Programs, Supplementary Reading Materials

Identifiers-Elementary And Secondary Education Act, PACE, Projects To Advance Creativity In Education, Title III

A coding system for categorizing reading skills was developed in order to provide manuals for each grade level (preprimer through 6) that would aid teachers in locating materials on a particular skill by page number in a specific text. A skill code key of the skills usually taught at a given reading grade level is based on specific basal text items from the Ginn, Houghton-Mifflin, and Scott, Foresman basal reader texts. These skill code numbers are then used on corrective resources listings (for 14 publishers of basal readers) which provide information location for all skills coded in the unit. A sample diagnostic grouping sheet and skill coding sheets assist teachers in grouping students for instruction. A list of student recreational reading materials is given and supplementary instructional materials and suggested games and activities are provided for each grade level. A professional reading list is included. This research was supported under Title III of the Elementary and Secondary Act. (CM)

ED 023 568 RE 001 482

Smith, Carl B., Comp.

Title III (PACE) Projects on Reading, 1967. ERIC/CRIER Reading Review Series, Volume 2, Bibliography 13.

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Aug 68

Note-87p.

EDRS Price MF-\$0.50 HC-\$4.45

Descriptors-Communication Skills, *Curriculum Development, Developmental Reading, *Educational Innovation, *Grants, Inservice Programs, Instructional Materials Centers, Learning Difficulties, Reading Centers, Reading Clinics, *Reading Programs, Remedial Reading, *School Community Programs, Youth Programs

Identifiers-Elementary And Secondary Education Act, Projects To Advance Creativity In Education, Title III.

One hundred and fourteen planning and operational grants related to reading which were approved during the fiscal year 1967 are listed. "Pacesetters in Innovation, Fiscal Year 1967" was reviewed, and all reading-related documents were selected for inclusion. The bibliography is a complete listing of all PACE projects related to reading which were reported for 1967. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the document. All documents reported are available from National Cash Register, ERIC Document Reproduction Service, 4936 Fairmont Avenue, Bethesda, Maryland 20814. Complete information on microfiche and hardcopy prices is included with each document, along with the ES number necessary for ordering the document. (JB)

ED 023 569 SE 003 757

Science Policy and Organization of Research in Norway.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 66

Note-100p.

Available from-UNESCO Publications Center, 317 East 34th Street, New York, New York. Document Not Available from EDRS.

Descriptors-Administration, *College Science, *International Education, Policy, *Research, *Science Education, Scientific Personnel, *Scientific Research

Identifiers-Norway, United Nations Educational Scientific and Cultural Organization

Part of a continuing series under the title "Science Policy Studies and Documents," dealing with surveys and studies on the national science policy of member states, this booklet presents data on Norway. Included are data on (1) historical development (universities, colleges, societies, museums, research), (2) legal and administrative structures, (3) financing of research and higher education, (4) education of academic, scientific, and technological personnel, (5) national scientific policy, and (6) Norwegian research policy. The report was prepared by the Joint Committee of the Norwegian Research Councils. (DH)

ED 023 570 SE 004 027

Higgins, Jon Lyle

The Development and Evaluation of Mathematics Curriculum Materials for use in a Junior High School Physical Science Program.

Texas Univ., Austin.

Pub Date 67

Note-195p.

Available from-University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 67-14840, Microfilm \$3.00, Xerography \$8.80).

Document Not Available from EDRS.

Descriptors-Comparative Analysis, *Curriculum Development, Doctoral Theses, Grade 9, Instructional Materials, *Mathematics, *Physical Sciences, Secondary School Science, *Teaching Methods

Identifiers-San Antonio, Texas

Three blocks of classroom materials were developed, taught, and evaluated in ninth grade physical science classes of the San Antonio Independent School District. Concepts involving measurement, ratio, and mapping were taught by laboratory investigations to an experimental group of 27 classes (N 527). Twenty-one control classes (N 399) studied the unchanged physical science course. It was hypothesized that there was no difference in the degree to which the selected mathematics concepts were learned by the two groups, and an instrument was developed to test this hypothesis. Significant gains in knowledge of mathematical concepts were made by both experimental and control groups. Regular and low ability students in the experimental groups made gains significantly greater than those in the control groups. (BC)

ED 023 571 SE 004 047

Straud, Margaret Crespo

History of College Zoology Textbooks in the United States.

Columbia Univ., New York, N.Y.

Pub Date 67

Note-423p.

Available from-University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 68-5628, Microfilm \$5.40, Xerography \$19.15).

Document Not Available from EDRS.

Descriptors-*College Science, Instruction, *Instructional Materials, *Science Education History, *Science History, Textbooks, *Zoology

Studied were the characteristics and changes of textbooks used in college zoology instruction in the United States and the relationship of these findings to the development of college zoology instruction. The authors' professional backgrounds, the textbook audience, and the status of zoology and college education at the time each book was written were investigated to evaluate their influences on the writing of the text. This study revealed that changes in zoology textbooks not only affected many aspects of college instruction, but that the changes themselves were influenced by diverse educational and scientific factors. The changes failed to keep pace with advances in science, education, and current needs. Although modern textbooks have attempted to bridge this gap, the needs of future zoology textbooks should be examined in light of anticipated scientific progress. (BC)

ED 023 572 SE 004 050

Vind, Thomas G.

An Analysis of Elementary Science Handbooks and Their Relation to Science Programs in Three Districts of New York City.

Columbia Univ., New York, N.Y.

Pub Date 66

Note-180p.

Available from-University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 67-6536, Microfilm \$3.00, Xerography \$8.20).

Document Not Available from EDRS.

Descriptors-*Curriculum Development, Doctoral Theses, *Elementary School Science, Instructional Materials, Science Facilities, Teacher Attitudes, Teacher Characteristics, *Teaching Guides

Identifiers-New York, New York City

Analyzed were handbooks designed to guide the implementation of a course of study in elementary school science in three districts in New York City. A science survey checklist was designed after interviewing science educators and elementary school teachers. A random sampling (N 182) of teachers, science specialists, and supervisors in 25 schools in the three districts was taken. Data were analyzed relative to organization and content of handbooks and information concerning procedures, practices, and conditions affecting science teaching. Findings indicated the following needs: (1) orientation procedures for handbook and science program implementation need re-examination, (2) the role of the science co-ordinator requires study, (3) the curriculum and handbooks should be revised to reflect needs and recommendations of the teachers, (4) supply distribution procedures should be improved, (5) in-service training opportunities for teachers should be increased, and (6) methods of acquainting teachers with the variety of resources available should be improved. (BC)

ED 023 573 SE 004 055

Stickney, Roland Francis

The Construction of a Science Test for Ninth-Grade Alaska Natives.

Boston Univ., Mass. School of Education.

Pub Date 66

Note-173p.

Available from-University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 66-14789, Microfilm \$3.00, Xerography \$8.00).

Document Not Available from EDRS.

Descriptors-*Achievement Tests, Doctoral Theses, *Evaluation, *General Science, Grade 9, Language Handicaps, Multiple Choice Tests, *Secondary School Science, *Test Construction Identifiers-Alaska, Aleuts, Bureau of Indian Affairs

A non-verbal science test was constructed to overcome a partial language barrier. Validation was achieved through tape-recorded interviews with the examinees on each test item to determine the clarity of the item and why choices among four possible answers were made. Ninth grade students at three boarding schools conducted by the Bureau of Indian Affairs were the subjects. Students were representative of 107 native villages and six ethnic groups. The study produced a 73-item, multiple-choice science test with a reliability coefficient of .894. Twenty-three of the items were pictorial. The study was unique in that it developed the only science achievement test known to be especially designed for use with Alaska natives. (BC)

ED 023 574 SE 004 060

Yulo, Ralph James, Jr.

An Exploration of the Flanders System of Interaction Analysis as a Supervisory Device with Science Interns.

Harvard Univ., Cambridge, Mass.

Pub Date 67

Note-441p.

Available from-University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 67-9847, Microfilm \$5.65, Xerography \$20.05).

Document Not Available from EDRS.

Descriptors-Doctoral Theses, Evaluation, *Interaction Process Analysis, *Science Education, Self Evaluation, *Student Teaching, Supervision, Supervisory Methods, *Teacher Education, Verbal Communication

Identifiers-Flanders System of Interaction Analysis, Harvard University

Analyzed was the use of the Flanders technique of interaction analysis as a supervisory device with science interns. Fourteen candidates for the Master of Arts in Teaching degree were involved in the study. Seven spring-term interns were in the control group, and five fall-term and two

spring-term interns comprised the experimental group. Each intern received the usual supervision, and each was observed six times for recording of classroom verbal behavior with the Flanders instrument. Only the experimental group received feedback data. Conferences were held to assist the intern in using the data for studying and modifying his behavior. Analysis was made to determine significant differences between early and late performance. Individual case studies for each experimental intern revealed how they perceived, responded to, and made use of the data. Results indicated (1) the Flanders data can be used by interns to study their teaching and become more aware of the dynamics of classroom interaction, (2) interns in the experimental group did not make a significantly greater number of changes in their verbal behavior than the control group, and (3) interns varied in the degree to which they accepted and used the data. It was concluded that the Flanders instrument can be a useful device as one component of a comprehensive approach to supervision. (BC)

ED 023 575 SE 004 066

McDonald, Dale E.

The Utilization of Planetaria and Observatories in Secondary Schools.

Pittsburgh Univ., Pa.

Pub Date 66

Note-222p.

Available from-University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 67-7152, Microfilm \$3.00, Xerography \$10.15).

Document Not Available from EDRS.

Descriptors-*Administrative Policy, Astronomy, Doctoral Theses, *Earth Science, Equipment Utilization, *Planetariums, *Science Facilities, *Secondary School Science

Analyzed were the practices and procedures in the use of planetaria and observatories among secondary schools throughout the nation. The descriptive survey method of research was used with the questionnaire as the primary data gathering device. Data were gathered concerning (1) mandated and recommended positions of state offices of education toward the installation of planetaria and observatories in secondary schools, (2) the actual use of such facilities by schools that had them, and (3) opinions and recommendations concerning the use of these facilities from recognized authorities in astronomy. Some principal findings were (1) 43 of 48 responding states had no official position regarding secondary school planetaria installations, (2) 42 had developed no position with regard to the installation of observatories in secondary schools, (3) only five states had certification requirements for science teachers working with planetaria, and (4) authorities judged that 44 per cent of a list of 35 astronomy topics could be taught by utilizing planetaria; 65 per cent of these topics were actually taught this way. (BC)

ED 023 576 SE 004 104

Fisher, John J. And Others

Pre-Service and In-Service Education in Mathematics of Colorado Elementary School Teachers - A Status Report.

Colorado State Dept. of Education, Denver.

Pub Date 26 Oct 65

Note-6p.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors-Elementary School Mathematics, *Inservice Teacher Education, *Mathematics, *Preservice Education, Teacher Education

Identifiers-Colorado

Described are two studies related to the teaching of mathematics. A sample of 729 teachers who had received teaching certificates in 1965 and an endorsement to teach at the elementary level in Colorado schools were analyzed to determine their college preparation. The college transcripts of these teachers were examined to ascertain how many quarter hours of college credit the teachers had received in courses identified as either mathematics or mathematics education. Results of the study indicated that (1) less than four per cent of new teachers certified for the elementary level in Colorado schools had the amount of mathematics preparation recommended by the Committee on the Undergraduate Program in Mathematics, and (2) teacher preparation is not uniform in the academic subjects either among the states or among institutions within the states. A second study was un-

dertaken to determine if there was any significant correlation between scores on a pre-test of mathematics understanding and the teachers' years of experience. The conclusion was that there was no correlation between years of experience and test scores. Therefore, the opinion that newly graduated teachers are in as much need of mathematics inservice education as experienced teachers was substantiated. (RP)

ED 023 577 24 SE 004 122

Davis, Robert B.
Experimental Course Report/Grade Nine.
Syracuse Univ., N.Y.; Webster Coll., Webster's
Grove, Mo.

Spons Agency-Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Report No-CRP-D-233

Bureau No-BR-5-1172

Contract-OEC-6-10-183

Note-85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors-Algebra, Curriculum Development,
*Curriculum Guides, Grade 9, *Mathematics,
Modern Mathematics, *Secondary School
Mathematics

Identifiers-The Madison Project

Described is the development of an approach to the algebra of real numbers which includes three areas of mathematics not commonly found in grade 9-the theory of limits of infinite sequences, a frequent use of Cartesian co-ordinates, and algebra of matrices. Seventy per cent of the course is abstract axiomatic algebra and the remaining portion includes intuitive mathematics. The segment of the course, which is based on intuition, includes a brief consideration of problems of measurement and scientific model building in an actual laboratory situation. Considered are engineering drawing and descriptive geometry, empirical probability, mathematical logic, and the history of mathematics. The mathematical content includes 35 subject-matter topics. The remaining portions of the report describe a sequence of learning experience. (RP)

ED 023 578 SE 004 624

Wood, Donald A. LeBold, William K.

The Multivariate Nature of Professional Job Satisfaction.

Purdue Univ., Lafayette, Ind.

Pub Date Nov 67

Note-19p; Paper presented at the Annual Conference of the Indiana Manpower Research Association (November 30, 1967).

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors-*Careers, *Employment, Engineering, *Engineers, *Job Satisfaction, Physical Sciences, Scientists, Socioeconomic Influences
Identifiers-Indiana Manpower Research Association

Discussed are two theories of professional job satisfaction-(1) unidimensional and (2) multidimensional with special reference to Herzberg's two factor theory. A national sample of over 3,000 engineering graduates responded to a questionnaire and satisfaction index. Analysis of results revealed that job satisfaction is multidimensional. Job satisfaction seemed most related to (1) a general job characteristic factor and (2) professional challenges. Also identified as factors were (1) status, (2) autonomy, (3) professional recognition, (4) interpersonal relations, and (5) supervisory relations. Certain occupational challenges and personal constraints were examined in terms of (1) function, (2) field, (3) degree level, (4) year of B.S. graduation, and (5) industrial classification of employer. Job values and perceptions were shown to be complex. (DH)

ED 023 579 SE 004 743

Pownall, Malcolm W., Ed. And Others

Committee on the Undergraduate Program in Mathematics Newsletter.

Committee on the Undergraduate Program in Mathematics, Berkeley, Calif.

Pub Date May 68

Note-12p.

Available from-Committee on the Undergraduate Program in Mathematics, P. O. Box 1024, Berkeley, California 94701.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors-*College Mathematics, *Curriculum Development, Educational Planning, *Mathematics Education, Professional Associations, *Teacher Education, *Undergraduate Study

Identifiers-Mathematical Association of America, National Science Foundation

This newsletter surveys the activities of the Committee on the Undergraduate Program in Mathematics (CUPM) and relates its history since its inception in 1953 as a standing committee on the Undergraduate Program. The responsibilities of the committee in 1953 were to make a study of the mathematics curriculum and make recommendations to the mathematical community. This issue serves to acquaint the mathematical community with some of the resulting changes in the structure and in the activities of CUPM especially as these activities relate to (1) college teachers, (2) training of elementary and secondary school teachers, (3) applications of mathematics, and (4) two-year college mathematics programs. Members of current committees are identified. Publications available from the Committee without charge are listed. (RP)

ED 023 580 SE 004 847

CoBabe, Terry Anderson

The Strong Vocational Interest Blank as a Predictor of Success in Engineering.

Purdue Univ., Lafayette, Ind.

Pub Date 67

Note-106p.

Available from-University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 68-6292, Microfilm \$3.00, Xerography \$5.40).

Document Not Available from EDRS.

Descriptors-Achievement, Achievement Tests, *Careers, Doctoral Theses, *Engineering, *Interest Scales, *Prediction

Identifiers-Purdue University, The Strong Vocational Interest Blank

Statistical analyses of the Strong Vocational Interest Blank (SVIB) were made to determine its validity as a predictor of success for engineering students. In addition, the study attempted to statistically differentiate students completing engineering programs at Purdue from those who transferred to other fields and/or did not continue in other programs of studies at Purdue. The SVIB and the Purdue Mathematics and English Tests were given to 476 freshmen in the school of engineering during the fall of 1959-1960. Two groups, each numbering 200, were formed as study and cross-validation groups. These groups were further subdivided into groups labeled degree engineers, degree non-engineers, and non-degree students. Findings showed degree engineers appeared to prefer occupations which require more quantitative skill. Degree non-engineers and non-degree students appeared to show a preference for aesthetic-creative components. All groups appeared to prefer occupations which deal with people as objects, are applied rather than theoretical, and require quantitative skills. Implications for further research are discussed in the study. (BC)

ED 023 581 SE 004 850

Gerne, Timothy A., Jr.

A Comparative Study of Two Types of Science Teaching on the Competence of Sixth-Grade Students to Understand Selected Topics in Electricity and Magnetism.

New York Univ., N.Y.

Pub Date 67

Note-168p.

Available from-University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 68-6180, Microfilm \$3.00, Xerography \$7.80).

Document Not Available from EDRS.

Descriptors-Achievement, *Comparative Analysis, Doctoral Theses, Electricity, *Elementary School Science, Grade 6, *Instruction, Magnets, *Physical Sciences, Student Attitudes, Teacher Attitudes

Identifiers-Essex Electrical Board

Textbook teaching and the Essex Electrical Board (EEB) were compared for relative teaching effectiveness. Student and teacher attitudes toward the EEB were also analyzed. A pre- and post-test were administered to both the experimental and control groups, in the same school, at six week intervals. The experimental group, using the EEB, consisted of four groups of approximately six pupils each. The control group was taught by conventional methods. Student attitudes were determined by use of a questionnaire and teacher attitudes were determined from personal conferences. Results showed significant dif-

ferences for the entire group in pre- and post-test analyses. No significant differences were found when post-tests of the experimental and control groups were compared. Students and teachers showed favorable attitudes toward the EEB. (BC)

ED 023 582 SE 004 878

Wittwer, Franklin Alfred

An Evaluation of the National Science Foundation Research Participation Program for High School Science Teachers at the University of Wisconsin.

Wisconsin Univ., Madison.

Pub Date 67

Note-113p.

Available from-University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 67-17051, Microfilm \$3.00, Xerography \$5.60).

Document Not Available from EDRS.

Descriptors-Doctoral Theses, Graduate Study, *Research, *Research Skills, *Science Education, *Science Institutes, *Teacher Education, Identifiers-National Science Foundation, Research Participation Program, Science Process Inventory, University of Wisconsin

This study evaluated a program for science teachers conducted at the University of Wisconsin. Teachers and supervisory professors who participated in the programs between 1959-1966 were sent questionnaires (1) to determine the program's influence on teachers' employment status, subsequent academic preparation, and professional image, and (2) to determine whether certain program objectives had been met. These objectives included meaningful activities and responsibilities in science or mathematics research, teacher attainment of tangible research results, and teacher understanding of the process of science. A specially designed Science Process Inventory was given to both participant and non-participant teachers to obtain data relative to understanding of scientific processes. Results indicated that the program had a significant influence on employment status, academic preparation, and professional image. Opinions of supervising professors indicated that 90 per cent or more of the participants engaged in meaningful research with tangible results. Program participants scored significantly higher on the Science Process Inventory than non-participants. (BC)

ED 023 583 SE 004 895

Slater, Margaret Keenan, Stella

Results of Questionnaire on Current Awareness Methods used by Physicists Prior to Publication of "Current Papers in Physics."

American Inst. of Physics, New York, N.Y.; Institution of Electrical Engineers, London (England).

Report No-AIP/CPP-1; INSPEC/1

Pub Date Sep 67

Note-39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors-*College Science, *Information Dissemination, *Information Science, Information Services, Information Utilization, Physical Sciences, *Physics, Publications, Research, *Scientific Research

Identifiers-American Institute of Physics, National Science Foundation, The Institution of Electrical Engineers

The Institution of Electrical Engineers conducted a study in the United Kingdom and the United States to determine the need for their new publication "Current Papers in Physics (CPP)," and its usefulness to the physics community. Questionnaires were used to (1) recruit panel members to test reader reaction to the publication over a period of one year, (2) collect necessary background on panelists, (3) determine methods used by physicists to obtain current information prior to CPP, and (4) discover what physicists felt a good awareness journal in physics should be like. Prior to CPP, the three most widely used methods of current awareness were (1) scanning current issues of journals (2) contacts with colleagues, and (3) listening to presentations at meetings. The use of abstract journals was a major method of both retrospective search and current awareness. A major concern for an awareness journal was that it be current. Physicists were concerned with specialized aspects of physics and not general information. Appendixes contain (1) questionnaires, (2) additional panel data, (3) data on overseas panels, and (4) comments on published abstract journals as current awareness tools. (DH)

ED 023 584 72 SE 004 977
**Curriculum and Teaching of Mathematics in the
 Higher Secondary Schools - An Analysis of Syllabuses.**

National Council of Educational Research and Training, NIE Campus, New Delhi (India).
 Dept. of Curriculum and Evaluation.
 Spons Agency-Office of Education (DHEW),
 Washington, D.C. Bureau of Research.
 Report No-NIE-HEW-PROJ-009
 Bureau No-BR-5-1402
 Note-262p.

EDRS Price MF-\$1.00 HC-\$13.20
 Descriptors-*Curriculum, Curriculum Development, *Elementary School Mathematics, *Instruction, Instructional Materials, Learning, *Mathematics, Objectives, *Secondary School Mathematics, Surveys, Textbooks
 Identifiers-India

This curriculum project in general mathematics was planned in order to study syllabuses of the elementary and high school curriculum under the following broad categories: (1) objectives of education and mathematics, (2) arrangement of the content, the duration of the course and the achievement expected in each topic, and (3) objectives of education at the primary and the middle level. One of the reports is an analysis of 43 books in elementary mathematics that are in use in various states of the country. The purpose of this study was to obtain an analytical opinion from the teachers about the textbooks in actual use for teaching elementary mathematics. This information was classified according to general information, general organization of the textbooks, subject matter, style of writing, pictorial and graphic illustrations, and objectives. The second report is an analysis of a limited survey of 30 schools selected from four states of India. The purpose of this study was to determine the current teaching-learning practices followed by teachers and students in the study of elementary mathematics. A factual account of what was observed in classes by the investigators and reported by teachers and students during interviews is reported for the following areas: (1) motivation, (2) continuity, (3) teaching new concepts, (4) problem solving, (5) individual and group work, (6) homework, and (7) teaching aids. (RP)

ED 023 585 SE 004 996

Seymour, S. Frederick, Ed.

**Washington Colloquium on Science and Society,
 First Series (Held at the American University,
 Washington, D.C. 1964-1965).**

Pub Date 67

Note-180p.

Available from-Mono Book Corporation, 2315
 Hollins Street, Baltimore, Maryland 21223.

Document Not Available from EDRS.

Descriptors-Conference Reports, International Education, *Policy Formation, Science Education, Scientific Attitudes, *Scientific Enterprise, Scientific Literacy, Scientists, *Social Problems, *Technological Advancement, Technology

Identifiers-National Science Foundation,
 Washington Colloquium on Science and Society

Reprinted is the second Washington Colloquium on Science and Society. This report contains each monthly paper and ensuing discussion. The theme of the colloquium was science and policy in national and international affairs. Some of the implications of science and technology discussed included weaponry, cybernetics and human rights, and the effect of technology on the free world's access to and acquisition of raw materials. Political topics included the influence of modern science in shifting the balance of political power and the question of scientists acting as science advisors to governments. Moral problems posed by modern science discussed included experimentation with human subjects, maintenance of life, and organ transplants. Discussed also is science as a cult of mythology. Each of the major topics was presented by a specialist in the selected field, whose position was then rebutted or expanded by two others prior to open discussion. (GR)

ED 023 586 SE 004 997

Leeds, Morton, Ed.

**Washington Colloquium on Science and Society,
 Second Series (Held at Georgetown University,
 Washington, D.C. 1965-1966).**

Pub Date 67

Note-201p.

Available from-Mono Book Corporation, 2315
 Hollins Street, Baltimore, Maryland 21223.

Document Not Available from EDRS.

Descriptors-Communication Problems, Conference Reports, *Economic Development, International Education, *Policy Formation, *Scientific Enterprise, Scientific Research, *Social Problems, *Technological Advancement

Identifiers-National Science Foundation,
 Washington Colloquium on Science and Society

This is the report of the third Washington Colloquium on Science and Society. It contains the papers presented by the eight main speakers and the rebuttal and discussion which followed. The theme of the colloquium was "Changing Man in a Changing Environment," and the papers presented aspects of this theme as seen by different specialists in particular areas of study and knowledge. These included history of science, development of backward areas, legislative implications, communications, and the philosophy of science. Scientific problems of international development divide into those which affect the rich, namely the avoidance of nuclear war, computers, and the growth of cities, and those which affect the poor summarized under the provision of sufficient food. Changes in natural balances and the changes in man's social environment produced by scientific discoveries are discussed. (GR)

ED 023 587 24 SE 005 092

Davis, Robert B.

Exploration in Mathematics, A Text for Teachers.
 Syracuse Univ., N.Y.; Webster Coll., Websters
 Grove, Mo.

Spons Agency-Office of Education (DHEW),
 Washington, D.C. Bureau of Research.

Report No-CRP-D-233

Bureau No-BR-5-1172

Pub Date 67

Contract-OEC-6-10-183

Note-421p.

Available from-Addison-Wesley Publishing Company, Reading, Massachusetts 01867.

Document Not Available from EDRS.

Descriptors-Algebra, Curriculum, *Curriculum Development, *Elementary School Mathematics, Inservice Courses, Inservice Teacher Education, Instructional Materials, Mathematical Concepts, *Mathematics, Modern Mathematics, Program Development, *Secondary School Mathematics, *Teacher Education

Identifiers-The Madison Project

This book is designed to assist the teacher in providing children with creative learning experiences in mathematics. Though these experiences are considered appropriate for a wide range of ages and grade levels, they have been assembled for pupils in grades 5 through 9. The material contained in this book was developed as part of an extensive experimental teaching program conducted by the Syracuse University-Webster College Madison Project, and it is intended to help teachers provide a supplementary program in modern mathematics. The following are three important features of the program and the materials: (1) these materials supplement, but do not replace, the usual school program in arithmetic and science, (2) the mathematical content combines certain fundamental ideas which underlie nearly all mathematics (such as variable, open sentences, number line, Cartesian coordinates, truth set, and function) with some important topics that are basic to modern uses of mathematics (such as matrices, logic, and statistics), and (3) emphasis is placed on creative, informal exploration by the children. (RP)

ED 023 588 24 SE 005 094

Cohen, Donald And Others

**Supplementary Modern Mathematics for Grades 1
 through 9 - In-Service Course for Teachers.**

Syracuse Univ., N.Y.; Webster Coll., Websters
 Grove, Mo.

Spons Agency-Office of Education (DHEW),
 Washington, D.C. Bureau of Research.

Bureau No-BR-5-1172

Contract-OEC-6-10-183

Note-228p.

EDRS Price MF-\$1.00 HC-\$11.50

Descriptors-Algebra, Arithmetic, Curriculum Development, Discovery Learning, *Elementary School Mathematics, Inservice Courses, *Inservice Teacher Education, Instructional Materials, Mathematical Concepts, Modern Mathematics, *Teacher Education

Identifiers-The Madison Project

This supplementary modern mathematics textbook is to help in-service teachers to broaden

their background in mathematical concepts and ideas for grades 1 through 9. This in-service course was written with two basic objectives: (1) to help teachers to become familiar with some of the newer mathematical ideas and concepts for grades 1 through 9, and (2) to suggest ways in which creative learning can become part of the school program in mathematics. Materials from rectangular coordinates, the arithmetic of signed numbers, the use of variables, and the concept of mathematical function are developed in this text. (RP)

ED 023 589

SE 005 100

Williams, J.D.

**Mathematics Reform in the Primary School - A
 Report of a Meeting of Experts held in Hamburg
 During January, 1966.**

United Nations Educational, Scientific, and Cultural
 Organization, Hamburg (West Germany).
 Inst. for Education.

Pub Date 67

Note-130p.

Available from-UNESCO Publications Center,
 317 East 34th Street, New York, N.Y. (\$2.50).

Document Not Available from EDRS.

Descriptors-Conference Reports, *Curriculum, *Curriculum Development, *Elementary School Mathematics, Evaluation, Instruction, *International Education, Learning, Mathematical Concepts, Mathematics, Number Concepts, Objectives, Teaching Methods

Identifiers-The UNESCO Institute for Education,
 United Nations Educational Scientific and Cultural
 Organization

This document is the report of a conference attended by an international group of specialists in mathematics and learning. It was convened by the United Nations Educational, Scientific, and Cultural Organization Institute for Education. The general objective of the conference was to examine problems concerning mathematics reform in the primary schools. Accordingly, the participants were drawn mostly from those specialists who had been involved in reform activities at either the primary or the secondary level. The material in this report is presented in three sections. These are devoted, respectively, to an analysis of the general discussions that took place at the conference, to an account of the components of reform-consisting of contributions made by four discussion groups and a paper prepared by a participant-and, finally, to the national reports submitted by representatives of projects taking place in various countries. (RP)

ED 023 590

SE 005 105

Brown, James Milton

**An Analysis of Selected Junior High School
 Science Textbooks.**

East Texas State Univ., Commerce.

Pub Date 67

Note-237p.

Available from-University Microfilms, 300 North
 Zeeb Road, Ann Arbor, Michigan 48103
 (Order No. 68-1125, Microfilm \$3.10, Xerography \$10.80).

Document Not Available from EDRS.

Descriptors-Biology, Doctoral Theses, Earth Science, General Science, Grade 7, Grade 8, Grade 9, *Instructional Materials, Physical Sciences, Scientific Principles, *Secondary School Science, Textbook Content, *Textbook Evaluation, *Textbooks

Analyzed were (1) the scientific principles presented in selected science textbooks, (2) individual books and combinations thereof which best present the principles research indicates should be taught in a three year junior high school, and (3) combinations of subjects (general science, earth science, life science and physical science) which present the most comprehensive science program with the least amount of repetition. The literature was researched to determine which scientific principles should be taught in order that a student would receive a general education in science. A master checklist was derived and used in evaluating the textbooks used in Texas junior high schools. The findings indicated, by name, those textbooks best suited to one-, two-, and three-year science programs and those subject combinations best suited to one-, two-, and three-year programs. (BC)

ED 023 591

SE 005 120

Eshleman, Winston Hull

A Comparison of Programed Instruction with Conventional Methods for Teaching Two Units of Eighth Grade Science.

Arizona Univ., Tucson.

Pub Date 67

Note-194p.

Available from-University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 67-10310, Microfilm \$3.00, Xerography \$8.80).

Document Not Available from EDRS.

Descriptors-Astronomy, Biology, Comparative Analysis, Doctoral Theses, *General Science, Grade 8, *Instruction, *Programed Instruction, *Secondary School Science
Identifiers-Arizona, Tucson

Compared were programed materials and conventional methods for teaching two units of eighth grade science. Programed materials used were linear programed books requiring constructed responses. The conventional methods included textbook study, written exercises, lectures, discussions, demonstrations, experiments, chalkboard drawings, films, filmstrips, charts, and overhead transparencies. Three hundred students in eighth grade science participated in the experiment. Both the experimental and control groups studied a two-week astronomy unit. Later in the year the groups were reversed for two-week unit of study on the cell. Students were pre-, post-, and retention-tested by an instrument developed by the investigator. Both groups were divided into matched subgroups designated above average, average, and below average. Results indicated (1) significant gains in knowledge by both groups, (2) measures of immediate learning and retention showed significant differences favoring the control group. For most students programed books were significantly less effective than conventional methods. Findings relating to the matched subgroups are also reported. (BC)

ED 023 592

SE 005 138

Lane, Rodney A.

Determination of the Competence in the AAAS Elementary Science Curriculum of Elementary School Teachers in Two Florida Counties.

Florida State Univ., Tallahassee.

Pub Date 66

Note-159p.

Available from-University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 67-299, Microfilm \$3.00, Xerography \$7.40).

Document Not Available from EDRS.

Descriptors-Doctoral Theses, *Elementary School Science, *Elementary School Teachers, Science Education, *Teacher Background, *Teacher Behavior, *Teacher Characteristics
Identifiers-American Association for the Advancement of Science, Elementary Teachers Science Inventory, Florida, Science A Process Approach

A test of competencies involved in "Science - A Process Approach" that appeared to measure the same behavior required by the American Association for the Advancement of Science (AAAS) appraisal activities was constructed and formed the preliminary version of the Elementary Teachers' Science Inventory (ETSI). A criterion instrument based on the AAAS Check Lists of Competencies constituted a 275 item performance test. Both the ETSI and the performance test were administered to 100 elementary teachers from two counties. Results were analyzed and 56 items were selected for the ETSI final version which was administered to another sample of 100 elementary teachers. Teachers were classified as "high", "average" and "low" competency groups on the basis of ETSI score. ETSI predictions were compared with performance test scores and a reliability of .86 was computed. Teacher characteristics used were semester hours of science credit, age, level currently teaching, and years of teaching experience. No significant relationship was found for credit hours, age, or teaching level. Seven per cent of the teachers were classified as "high" competence (90 per cent successful completion), eighty per cent as "average" (75-90 per cent successful completion), and thirteen per cent were "low" competence (less than 75 per cent successful completion). (BC)

ED 023 593

SE 005 147

Matthews, Charles Columbus

The Classroom Verbal Behavior of Selected Secondary School Science Student Teachers and Their Cooperating Classroom Teachers.

Cornell Univ., Ithaca, N.Y.

Pub Date 66

Note-242p.

Available from-University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 67-1394, Microfilm \$3.15, Xerography \$11.05).

Document Not Available from EDRS.

Descriptors-Doctoral Theses, Interaction Process Analysis, *Science Teachers, Secondary School Teachers, *Student Teachers, *Teacher Behavior, *Teacher Characteristics, *Teacher Education, Verbal Communication
Identifiers-Cornell University, Flanders Interaction Analysis System

Analyzed were behaviors of secondary school science student teachers and their cooperating teachers. Objectives were (1) to provide data on teacher behavior by describing aspects of teacher-pupil verbal interaction, (2) to identify non-random changes in verbal behaviors of the student teacher, (3) to relate these changes to the verbal behaviors of the cooperating teacher, and (4) to produce implications for further research. Eighteen student teachers and 18 cooperating teachers were observed as they taught the same group of students in six 30- to 60-minute observations each. The Flanders system was used as both student and cooperating teachers were observed twice at the beginning of student teaching, twice in the "middle," and twice near the "end." Behavioral changes summarized were as follows: (1) teacher talk becomes more restrictive of student behavior and is devoted increasingly to facts and teacher opinion: acceptance and clarification of student ideas decrease; (2) frequency and length of student response to teacher questions decrease: the length of student initiated comments increases; and (3) periods of silence decrease in length and frequency. Evidence of changes in verbal behavior of student teachers in relation to their cooperating teachers are more pronounced during the first half of student teaching. Seven changes are summarized in the study. (BC)

ED 023 594

SE 005 181

Trout, Verdine E.

A Study of the Scope, Sequence, and Objectives of Elementary School Science as Revealed by State Science Guides.

Oklahoma State Univ., Stillwater.

Pub Date 66

Note-129p.

Available from-University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 67-7303, Microfilm \$3.00, Xerography \$6.20).

Document Not Available from EDRS.

Descriptors-*Curriculum, *Curriculum Guides, Doctoral Theses, *Elementary School Science, *Instructional Materials, *Objectives, Science Activities, Teaching Guides

Thirty-one state guides, published or revised between 1955 and 1964, were studied to examine (1) the major areas of science included, (2) the sequence of presentation by grades, (3) the recommended science concepts to be taught at each grade level, (4) the stated objectives of elementary school science as revealed by the guides, and (5) laboratory experiences recommended for elementary science. Analyses indicated that some guides omitted one or more major areas of science, and subject matter coverage was not considered universally adequate. Many concepts were suggested, while few were supported by sufficient laboratory experiences. (BC)

ED 023 595

24

SE 005 195

Bassler, Otto C.

Comparison of Two Teaching Techniques in Elementary School Mathematics. Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-D-032

Pub Date Jul 68

Grant-OEG-4-8-070032-0003-057

Note-53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors-*Arithmetic, Comparative Analysis, *Elementary School Mathematics, Fundamental Concepts, Grade 4, Grade 6, Grade 8, *Instruc-

tion, *Mathematics, *Programed Instruction, Teaching Procedures

Three studies attempted to assess the relative effects of two methods of instruction: (1) teaching by a carefully structured sequence of questions (intermediate guidance) and (2) teaching by stating each concept with illustrations and then having the students practice the behavior embodied in these concepts (maximal guidance). One of the studies used fourth grade subjects and a programed presentation of addition and multiplication of integers; the second used sixth grade subjects and a programed presentation of modulus seven arithmetic; the third used eighth grade subjects and a programed presentation of selected topics from vector arithmetic. Within each of three ability subgroups, the subjects were randomly assigned to one of the two treatments. The results of the studies indicated that (1) the high ability subgroup had mean scores significantly greater than those for the middle ability subgroups which in turn had mean scores significantly higher than those of the low ability subgroups, and (2) the significant differences pertaining to treatment effects favored the maximal guidance treatment. It was concluded, therefore, that when mathematics instruction is provided by means of a linear program, a relatively high level of guidance should be provided. (RP)

ED 023 596

SE 005 324

Taylor, Paul H. And Others

A Guide to Science Grades K-6.

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date 65

Note-31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors-Conceptual Schemes, Course Objectives, *Curriculum, *Curriculum Guides, Educational Objectives, *Elementary School Science, Program Descriptions, *Teaching Guides

This booklet gives the rationale and objectives of the Science: Grades K-6 course developed by the North Carolina Public Schools. It is designed to give an outline for introducing the program to principals and teachers. A set of transparencies is available for use with it. The program suggested closely follows the conceptual schemes developed by the National Science Teachers Association and outlines methods for each school to develop its own sequence of topics. (GR)

ED 023 597

SE 005 330

New Trends in Mathematics Teaching, Volume I.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 66

Note-438p.

Available from-UNESCO Publications Center, 317 East 34th Street, New York, New York (\$6.00).

Document Not Available from EDRS.

Descriptors-Algebra, Biology, Chemistry, *Educational Trends, Geometry, Instruction, *Instructional Programs, *International Education, *Mathematics, *Mathematics Education, Physics, Secondary School Mathematics, Teaching Methods

Identifiers-United Nations Educational Scientific and Cultural Organization

This publication provides a forum for mathematics teachers who are interested in developing creative approaches for teaching mathematics. It consists mainly of articles under two headings: papers read at seminars on mathematics teaching, and original articles or reprints related to teaching and learning mathematics. There is a reference section which will be expanded in subsequent volumes—a list of symposia on mathematics teaching, a list of journals relating to teaching and learning mathematics, and a list of centers studying the problems of mathematical education. Most of the materials are printed in both French and English. (RP)

ED 023 598

SE 005 389

Dashback, Joseph M.

Commission on Science Education Newsletter, Volume 4, Number 2.

American Association for the Advancement of Science, Washington, D.C.

Report No-AAAS-MISC-PUB-68-3

Pub Date Mar 68

Note-16p.

Available from-American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors-*Curriculum Development, *Elementary School Science, *Program Evaluation, Science Course Improvement Project, *Science Equipment, Science Materials, *Secondary School Science

Identifiers-American Association for the Advancement of Science, Commission on Science Education, National Science Foundation

Discussed are two studies undertaken by the Commission: The Cost of Material Study and The Science-Mathematics Study. Early plans in The Cost of Material Study were to specifically tabulate costs of introducing and maintaining each of eight "new" science courses in elementary and junior high schools. This was abandoned in favor of tables presenting information relative to material availability, organization of equipment, relative percentage of materials to be purchased locally, types and uses of printed material, and other miscellaneous information. The Science-Mathematics Study sought to evaluate the effect of the "new" science and mathematics programs on students and teachers. Findings and conclusions are reported in the newsletter. Generally the findings are favorable. Principal negative feedback concerned the lack of coordination between mathematics and science programs. (BC)

ED 023 599

SE 005 408

Mathematics, 8th year, Part I.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date Jan 68

Note-159p.

Available from-New York City Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$3.00).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors-Algebra, *Arithmetic, Course Content, Curriculum, Geometry, Grade 8, *Instruction, Mathematical Concepts, *Mathematics, Number Concepts, *Secondary School Mathematics, *Teaching Guides

Identifiers-Board of Education, New York, New York City

The materials in this bulletin consist of a series of daily lesson plans for use by teachers in presenting a modern program of eighth year mathematics. There is an emphasis on (1) an understanding of mathematical structure, (2) growth of a number system, (3) relations and operations in a number system, (4) a development of mathematical skills based on an understanding of mathematical principles, and (5) concept of set in number and in geometry. Classroom materials are developed on such mathematical concepts as measurement, triangles and quadrilaterals, square and cubic measure, systems of numeration, and the set of integers. (RP)

ED 023 600

SE 005 409

Mathematics, Grade 5, Part 2.

New York City Board of Education, Brooklyn, N.Y.

Pub Date 66

Note-270p.

Available from-New York City Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$2.00).

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors-Algebra, *Arithmetic, Course Content, *Curriculum, *Elementary School Mathematics, Fractions, Geometry, Grade 5, Instruction, Learning Activities, Mathematical Concepts, *Mathematics, Number Concepts, *Teaching Guides

Identifiers-New York, New York City

This curriculum bulletin is designed to help teachers meet the diverse needs in mathematics of the children in fifth grade classes. In addition to the emphasis that is placed on arithmetic computational skills, the bulletin shows how to include other areas considered important, such as concepts, skills, and ideas from algebra and geometry. The 80 units of the bulletin are organized into the following categories: (a) sets, number, numeration; (b) operations; and (c) geometry and measurement. The units are sequentially planned and follow a spiral pattern. (RP)

ED 023 601

SE 005 412

Mathematics, 7th year, Part 2.

New York City Board of Education, Brooklyn, N.Y.

Pub Date 67

Note-261p.

Available from-New York City Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$3.00).

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors-Algebra, *Arithmetic, Course Content, *Curriculum, Geometry, Grade 7, Instruction, Learning Activities, Mathematical Concepts, *Mathematics, Number Concepts, *Secondary School Mathematics, *Teaching Guides

Identifiers-New York, New York City

The materials in this bulletin consist of a series of daily lesson plans for use by teachers in presenting a modern program of seventh year mathematics. In these lesson plans are developed concepts, skills, and applications. There is an emphasis on (1) an understanding of mathematical structure, (2) growth of a number system, (3) relations and operations in a number system, (4) a development of mathematical skills based on an understanding of mathematical principles, and (5) concept of set in number and in geometry. This guide contains chapters on rational numbers (addition and subtraction), open sentences, decimals, measurement, per cent, graphs, and the set of integers. (RP)

ED 023 602

SE 005 413

Resource Material for Teachers-Science. Career Guidance Series.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 66

Note-192p.

Available from-New York City Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$2.00).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors-Biology, Chemistry, *Curriculum, Grade 9, Instructional Materials, Physics, Science Activities, *Secondary School Science, *Teaching Guides

Identifiers-Board of Education, New York, New York City

This resource guide was prepared to offer teachers and supervisors practical suggestions for the teaching of science to the pupils in the Career Guidance Program. The material presented parallels, as closely as possible, the regular science program for grade nine. However, many of the basic concepts and skills were drawn from the seventh year and eighth year regular science curricula. Material in this guide covers three science areas: chemistry, physics, and biology. Emphasis has been placed on providing the pupils with experiences in the manipulation and use of science materials rather than on classroom discussions of theory and teacher demonstrations. It is recommended that the three science areas included be taught in sequence as the concepts and skills developed in each area are designed to provide the pupils with the knowledge and skills required for the development of material in subsequent areas. Material in each area has been presented in the form of daily lesson plans. Each lesson is presented in the form of a problem, followed by a list of required materials and a suggested procedure. (BC)

ED 023 603

SE 005 416

Science Grades 3-4.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 66

Note-353p.

Available from-New York City Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$2.50).

EDRS Price MF-\$1.50 HC Not Available from EDRS.

Descriptors-Biology, *Curriculum, Earth Science, *Elementary School Science, *General Science, Grade 3, Grade 4, Instructional Materials, Physical Sciences, Science Activities, *Teaching Guides

Identifiers-Board of Education, New York, New York City

This handbook provides the elementary school teacher with specific suggestions regarding use of

materials and organization of effective learning experiences in science at this level. The book contains three sections: An introduction emphasizes both science knowledge and process while the other two sections deal with subject matter topics for grades 3 and 4. Suggestions for evaluation follow each science topic. A bibliography of both children's books and professional books for science teaching in the elementary school is provided. An extensive film list is also developed. Topics developed in grade 3 include electricity, the earth and the sun, needs of plants and animals, sound, weather, friction, gravity, motion, and rocks. Topics developed in grade 4 include using a compass, the moon, plants, sound, weather, moving things, and water. (BC)

ED 023 604

SE 005 420

Liston, Robert H.

Senior High School Science Curriculum Guidelines.

Duval County Board of Public Instruction, Jacksonville, Fla.

Pub Date 66

Note-193p.

EDRS Price MF-\$0.75 HC-\$9.75

Descriptors-Biology, Chemistry, *Course Descriptions, Course Objectives, Course Organization, *Curriculum Development, *Curriculum Guides, Grade 10, Grade 11, Grade 12, Instruction, Physics, *Secondary School Science, Teaching Guides

Identifiers-Board of Public Instruction, Duval County, Florida

Listed are guidelines for the steps in the development of a flexible long-range senior science curriculum. The program is separated into biology, chemistry, and physics, and a course outline is given for each. These outlines are not committed to any one approach, but draw on the many curriculum improvement projects and other sources. The emphasis is on laboratory experiences which emphasize principles, concepts, the nature of scientific investigation, and the uncertainties inherent in scientific work. The outline is suggestive rather than prescriptive and is designed to allow the teacher flexibility in designing his own program. A science curriculum flow chart shows the proposed sequence of courses for grades 7-12, with suggestions for possible points of termination for various students. Basic, general, and accelerated programs are identified. (GR)

ED 023 605

SE 005 422

Brainard, Robert W.

Science Policy Bulletin, Volume 1, Number 6.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Pub Date Aug 68

Note-50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors-Annotated

Bibliographies,

*Bibliographies, Conference Reports, Engineering, Federal Aid, Federal Government, Financial Support, Foreign Countries, Higher Education, Industry, *Research, *Sciences, Scientific Manpower, Social Sciences, Socioeconomic Influences, *Technology

This bimonthly bulletin reports the current literature in the area of science and public policy. Coverage encompasses both "policy for science" and "science for policy" matters. "Science" is used to denote engineering, technology, and science. The bulletin is intended for individuals engaged in studying, formulating, or implementing public policy relating to science and its use. Information presented consists of bibliographic listings of current publications in the area. Major meetings and other events in the subject area are reported. Publications of a highly technical and narrowly specialized nature are excluded. Information is presented under topical categories. The numbering of publications runs consecutively through all issues so that a given number refers to only one citation. (BC)

ED 023 606

24

SE 005 582

Richardson, Jesse O.

Teaching Mathematics Through the use of a Time-Sharing Computer. Final Report.

Massachusetts State Dept. of Education, Boston. Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-CRP-H-212

Bureau No-BR-5-0311

Pub Date Mar 68

Contract-OEC-5-10-320

Note-224p.

EDRS Price MF-\$1.00 HC-\$11.30

Descriptors—Computer Oriented Programs, Computers, Curriculum Development, *Elementary School Mathematics, *Instruction, *Mathematics, Program Development, *Secondary School Mathematics

Reported is a project designed to use the computer as the basis for a laboratory approach to the presentation of mathematics. Classroom instruction was augmented by student experiments in devising and testing mathematical algorithms on the computer. Research procedures for grades 6 through 12 focused on the following kinds of problems: (1) programming a time-shared computer to serve as a useful tool for teaching mathematics, (2) teaching classroom teachers the necessary techniques for using this tool successfully, (3) developing multiple-user computers on an economical basis for school use, and (4) augmenting the mathematics curriculum to make effective use of the computer as a tool for classroom instruction. The research revealed that it is possible to construct programming languages that can be effectively taught to elementary school children. Children are easily motivated to write programs at consoles, and programming work can facilitate the acquisition of rigorous thinking and expression. Such mathematical concepts as variable, equation, function, and algorithm can be presented with clarity in the context of programming. (RP)

ED 023 607

SE 005 583

Fredrickson, Clifford T.

Handbook of Science Laboratory Practices and Safety. Revised.

San Diego City Schools, Calif.

Pub Date 66

Note-94p.

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors—Biology, *Elementary School Science, First Aid, General Science, Instructional Materials, Laboratory Procedures, *Laboratory Safety, Physical Sciences, *Safety, Science Equipment, *Secondary School Science, State Laws, *Teaching Guides

Identifiers—California, San Diego Public Schools

This handbook, written specially for the San Diego Public School System, contains detailed discussions on first aid, good laboratory practices, safety in the laboratory, and laws regulating the care and use of animals. The section on "First Aid" presents, in addition to standard first aid information, a discussion of first-aid kits for field trips and of a county-wide in-service First Aid Training Program. A section on "Laboratory Practices and Safety" contains information on procedures in several types of science laboratory and classroom situations for each of the major science subject matter areas. A special appendix of equipment lists is also included. (BC)

ED 023 608

SE 005 584

Gay, Philip D.

A Guide for Teaching General Science 1-2 (8th).

San Diego City Schools, Calif.

Pub Date 67

Note-261p.

EDRS Price MF-\$1.00 HC-\$13.15

Descriptors—Course Descriptions, *Curriculum, *General Science, Grade 8, Instruction, Instructional Materials, Objectives, Science Equipment, *Secondary School Science, *Teaching Guides

Identifiers—California, San Diego City Schools

This guide was prepared as an aid to teachers of general science 1-2, grade 8. One of the major purposes of the guide is to assist the teachers in adopting a discovery-oriented approach in the classroom. The course is designed to prepare able students for the advanced science courses, grades 9-12. Teaching techniques, homework, laboratory experiences, safety, evaluation, and individual research projects are discussed. Eleven study units are presented including perception, life, biochemistry, sound, astronomy, light, chemistry, nuclear energy, and geology. Appendices include suggested student problems and various charts and tables. (BC)

ED 023 609

SE 005 586

Rufolo, Daniel O.

Guide for Teaching Honors Physics 1-2. Fifth Edition.

San Diego City Schools, Calif.

Pub Date 68

Note-86p.

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—Able Students, Course Descriptions,

*Curriculum, Grade 12, Instruction, Instructional Materials, Objectives, Physical Sciences, *Physics, Science Equipment, *Secondary School Science, *Teaching Guides

Identifiers—California, Physical Science Study Committee College Physics, San Diego

The guide has been revised to accommodate the adoption of "Physical Science Study Committee College Physics" as the basic textbook for this course. An introduction describes the scope and objectives of the course. Presented are suggestions for teaching the course, content, time allotment to topics, laboratory work, evaluation, materials and equipment, and use of community resources. Topics included in the course are discussed under the headings of "Optics and Waves," "Mechanics," and "Electricity and Atomic Structure." Appendices include suggestions for individual study, books, periodicals, and equipment. (BC)

ED 023 610

SE 005 588

Fredrickson, Clifford T.

Guide for Teaching Science Problems 1-2, Grade XI or XII. Second Edition.

San Diego City Schools, Calif.

Pub Date 66

Note-267p.

EDRS Price MF-\$1.00 HC-\$13.45

Descriptors—Course Descriptions, *Curriculum, Evaluation, *General Science, Grade 11, Grade 12, Instruction, Instructional Materials, *Low Ability Students, Objectives, Science Activities, Science Equipment, *Secondary School Science, *Teaching Guides

Identifiers—California, San Diego City Schools

Science Problems 1-2 is a terminal course for eleventh and twelfth grade students with limited science background and generally below average reading levels. The guide is intended as a supplement to the detailed teacher's guide prepared by the publishers of the textbook used in the course. It is assumed that no teacher is expert in all subject matter areas covered in the course. Therefore, each unit in the guide contains detailed sections on learning objectives, text and supplementary references for specific topics, resource materials, audio-visual materials, in-school materials, classroom activities, and an evaluation sheet for feedback from the teacher. A lengthy appendix contains maps, charts, worksheets, and laboratory exercises. Topics in the course include the nature of science, matter and energy, the atmosphere, the hydrosphere, the lithosphere, plants and animals, the human body, energy and machines, and astronomy. (BC)

ED 023 611

24

SE 005 625

Saslaw, Milton S.

Evaluation of a Program to Promote Scientific Careers in Gifted Students at the Secondary Level. Final Report.

Miami Univ., Coral Gables, Fla. Graduate School. Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No-BR-5-0648

Pub Date Jun 68

Contract-OEC-6-10-317

Note-52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—Achievement, Career Choice, *Careers, Course Evaluation, Course Organization, *Curriculum Development, *High Achievers, Motivation, Program Evaluation, *Science Careers, *Secondary School Science, Student Science Interests

Identifiers—Biological Sciences Curriculum Study, Chemical Education Materials Study, Physical Science Study Committee, Wechsler Intelligence Scale for Children, WISC

In the program "Motivation in Depth for Gifted High School Science Students" initiated in 1964, specially selected seventh grade students took in successive summers Biological Sciences Curriculum Study (BSCS), Chemical Education Materials Study, (CHEMS), and Physical Science Study Committee (PSSC) courses; a newly designed course, Laboratory Orientation and Instrumentation; and two academic years in the Laboratory Research Program. Evaluation was to determine program feasibility, collect selected data, and analyze differences between the experimental students and matched control students on the California Occupational Interest Inventory (COII). Feasibility was demonstrated by these observations: (1) 91.7 per cent of all class performances met school requirements; (2) par-

ticipating students in BSCS and PSSC obtained scores on national tests more favorable than national controls; (3) participants performed satisfactorily compared with controls who took the regular academic program in tenth, eleventh and twelfth grades. Data have been collected over the duration of the program by the Wechsler Intelligence Scale for Children and specially constructed structured interviews, and by group Rorschach, Bell Personality Inventory and COII. Analysis of the COII revealed a significant increase in the difference between experimental and matched control students in the personal-social factor. (GR)

ED 023 612

24

SE 005 640

Steffe, Leslie P. Parr, Robert B.

The Development of the Concepts of Ratio and Fraction in the Fourth, Fifth, and Sixth Years of the Elementary School.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-TR-49

Bureau No-BR-5-0216

Pub Date Mar 68

Contract-OEC-5-10-154

Note-52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—Arithmetic, *Cognitive Development, *Concept Formation, *Elementary School Mathematics, Grade 4, Grade 5, Grade 6, Mathematical Concepts, *Number Concepts. Identifiers—Center for Cognitive Learning, Madison, Mathematics Concept Learning Project, Wisconsin

Six tests were constructed, four on a pictorial level and two on a symbolic level, to measure the performance of fourth-, fifth-, and sixth-grade children, in three different ability groups, on problems concerning ratios or fractions. Two variables were of interest in the four tests on a pictorial level: (a) "equal" ratio situations vs. "equal" fraction situations, and (b) missing numerator vs. missing denominator. The two levels of the two variables of interest defined the four tests: (1) "equal" ratios with a missing numerator, (2) "equal" ratios with a missing denominator, (3) "equal" fractions with a missing numerator, and (4) "equal" fractions with a missing denominator. All four tests involved reductions. Variable (b) defined the two tests on a symbolic level. Very low correlations between the pictorial and symbolic tests indicated that a different understanding was required for each; the authors suggest a number of steps that may be taken to develop appropriate abilities in children. (GR)

ED 023 613

24

SE 005 641

MacDougall, Mary Ann

The Teaching of Upper Elementary School Science using Programed Materials Coupled with Student Performed Experiments. Final Report.

Virginia Univ., Charlottesville.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No-BR-6-1319

Pub Date Aug 68

Grant-OEG-2-6-061319-1277

Note-89p.

EDRS Price MF-\$0.50 HC-\$4.55

Descriptors—Achievement, Curriculum, *Elementary School Science, Grade 4, Grade 5, Grade 6, *Individualized Instruction, Inservice Education, Instructional Materials, *Programed Instruction, *Teacher Education

Identifiers—Lorge Thorndike Intelligence Test, STEP Science Achievement Test

Curriculum materials and methods for studying science at varying rates of progress were demonstrated to selected upper elementary teachers, supervisors, and principals throughout Virginia. Analyzed were the relationships between student performance and related classroom and learner variables. Teachers used programed materials in inservice training as a means of acquiring knowledge and skill in science as well as an understanding of the techniques of programming. Major outcomes of the study were (1) students and teachers were enthusiastic and/or favorable towards this approach, and procedures were effectively implemented, (2) students followed the programed procedures with minimum direction, (3) a courteous, patient and sympathetic atmosphere typically prevailed in the classrooms, (4) teachers became increasingly independent,

(5) supervisory and administrative involvement was cooperative and effective, and (6) the analysis of student performance indicated the influence of the classroom climate and the student variables of intelligence, initial science achievement, maturity, sex, and grade level. (GR)

ED 023 614 24 SE 005 690

Walton, George

A Small Project Research Proposal in Secondary School Science Education. Final Report. Western New Mexico Univ., Silver City.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-G-045

Pub Date Aug 68

Grant-OEG-7-8-000045-0020

Note-391p.

EDRS Price MF-\$1.50 HC-\$19.65

Descriptors-Achievement, *Chemistry, Course Descriptions, *Curriculum Development, *Instruction, Low Achievers, Science Courses, *Secondary School Science

Identifiers-New Mexico

A special chemistry course was designed and written for the nonscience major or non collegebound secondary school student. Both the textbook and the laboratory manual were field tested in two small rural schools of southwestern New Mexico; students from four similar schools served as controls. Student populations involved were of mixed ethnic groups. Pretest results showed that the experimental group students started at significantly lower ability levels in reading, verbal reasoning, abstract reasoning, numerical ability, and chemical knowledge. Despite this starting position, the experimental group made substantial gains on the standardized chemistry test, and almost doubled the gains made by the control group on a special chemistry test. A possible predictive factor for success in chemistry may be indicated based on correlations obtained. (BC)

ED 023 615 SP 001 561

Hambidge, Mary

Teacher Judgment of Pupil Sociometric Status.

Pub Date May 68

Note-50p.; Paper submitted in partial fulfillment of the requirements for Educ. P-503, School of Education, Indiana Univ.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors-Educational Experiments, *Elementary School Students, *Elementary School Teachers, Social Attitudes, *Social Status, *Sociometric Techniques, Student Attitudes, Teacher Attitudes

A study was conducted to determine whether a significant relationship exists between the teacher's judgment of her pupils' social status and the pupils' "actual social rank" in the class. Six teachers (one for each grade from one through six) in a selected northern Indiana elementary school were given forms listing their pupils' names accompanied by three columns designated "work companion," "play companion," and "seat companion." On these forms, teachers ranked their pupils according to how they perceived each pupil's acceptance by his classmates in each of the areas. Then three different sociometric tests were administered to the pupils so they could rank each other in each of the three areas. The Spearman Rank-Order Correlation Coefficient was used to determine the relationship between the teachers' judgments of pupils' sociometric status and the actual sociometric status as measured by the sociometric tests. It was concluded "that there is a difference between teachers in the accuracy of their judgments concerning the sociometric status of their pupils." Therefore, it is recommended that further research be conducted in this area in order to determine how teachers' judgments may be improved so that teachers can, in turn, become more effective in promoting the social adjustment of pupils. (A 12-item bibliography is appended.) (SG)

ED 023 616 SP 001 564

Garfunkel, Frank

Observation of Teachers and Teaching: Strategies and Applications.

Boston Univ., Mass. Headstart Evaluation and Research Center.

Spons Agency-Office of Economic Opportunity, Washington, D.C.

Pub Date [67]

Note-32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors-Classroom Environment, Disadvantaged Youth, *Effective Teaching, Elementary Schools, Films, Interaction Process Analysis, *Observation, Preschool Children, Rating Scales, *Research Methodology, Student Teacher Relationship, *Suburban Schools, Teacher Behavior, Teacher Characteristics, Teaching Styles, *Urban Schools, Validity

Identifiers-Head Start National Evaluation Program, Project Concern

Although specific procedures for "participant observation" (PO) vary, it is always based on the principle that while the observer (O) will adopt preconceived structural outlines and dimensional scales in the course of his summary, he—rather than any outlines or scales—is the instrument for inferring data. Applications of modified PO approaches were made on selected Head Start and elementary school classes in connection with 2 concurrent projects. Eleven experienced teachers received observer training in PO theory. Films were made of a stratified sample of classes for use in training and for analysis of observational reports and ratings. In one project 8 scales were used in rating 16 teachers; rater agreement was 92% and interscale correlations varied between .60 and .90. In the other project an observational survey of 38 classes over a 5-month period produced intercorrelation between 10 scales ranging between .60 and .80; the internal consistency of the scales is well documented. Since complete data is not yet available, this report is incomplete. (Included are a 6-page discussion of the rationale of various strategies for observing teacher behavior, with notes on the comparative validity and uses of "objective" and "subjective" methods of abstracting teacher behavior into data; a theoretical model for "participant observation"; a 7-item bibliography; the scales used for rating PO reports; and other materials used in training O's.) (JS)

ED 023 617 SP 001 605

Goodlad, John I.

The Future of Learning and Teaching.

National Education Association, Washington, D.C. Center for the Study of Instruction.

Pub Date 68

Note-24p.; Speech given at inauguration ceremonies of Dr. Sam Lambert as 6th executive secretary of the National Education Assn., Oct. 20, 1967.

Available from-National Education Assn., 1201 16th St., N.W., Washington, D.C. 20036 (\$1.75)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors-Computer Assisted Instruction, Diffusion, Educational Change, Educational Environment, *Educational Philosophy, *Effective Teaching, Human Engineering, *Instructional Innovation, *Leadership Responsibility, Man Machine Systems, *Prediction, Programmed Instruction

Leading the teaching profession toward the best possible instructional programs for children and youth will be difficult because our concepts of teaching must change fundamentally. The intensity of the school must be enormously increased in light of other more potent factors determining what a child learns and becomes. In the current era human-to-human instruction is in full bloom; one job for the next 10 to 15 years is to implement the human-based innovations we have been talking about for the past 15 years. The era of man-machine interaction will replace the current era; the problem is not whether we like the idea but what we are going to do about it. We must identify the truly human tasks of the human teacher and the more routine, highly programed tasks which can be done better by the computer. A third, still embryonic era is the future one in which the school as we know it will be obsolete. It will be replaced by a diffused learning environment (homes with computer consoles, public parks and museums, and an array of guidance and programing centers) in which the formal process of instruction must involve all the most able members of our society. The means of humanizing 21st century education must seriously occupy our attention in the next decade, but we may also need to raise new questions about the ends. What kinds of human beings do we wish to produce? (JS)

ED 023 618 SP 001 647

Edelfelt, Roy A. Allen, Wendell C.

The Seattle Conference: The Role of the State Department of Education in Teacher Education (April 27-29, 1966).

Spons Agency-Office of Education (DHEW), Washington, D.C.; Washington State Board of Education, Olympia.

Pub Date 67

Note-88p.

EDRS Price MF-\$0.50 HC-\$4.50

Descriptors-Accreditation

(Institutions), Beginning Teachers, Certification, Educational Legislation, Federal Aid, Federal Programs, *Federal State Relationship, *Government Role, Inservice Teacher Education, State Agencies, *State Departments of Education, State Federal Support, State Legislation, State Licensing Boards, *State Programs, State School District Relationship, State Standards, State Supervisors, Student Teaching, *Teacher Education, Teacher Orientation

This book includes the papers and speeches which were part of the Seattle Conference in which representatives of 49 states met to reevaluate beliefs and procedures regarding the future role of state departments of education particularly with reference to the identification and setting of goals. There are seven speeches and papers: "The Dynamic Duo (with apologies to Batman and Robin)" by Warren G. Hill; "Broad Policy Concerns and Direction for a State Department of Education in Teacher Education" by J. R. Rackley and Norman A. Miller; "The Future of Teacher Education: Implications for a State Department of Education" by James C. Stone; "Creative and Constructive Adaptation" by John R. Mayor; "Improvement of Teacher Education in the State of Washington" by J. Alan Ross; "POINT (Project for the Orientation and Induction of New Teachers)—An Innovation in Teacher Education and State Leadership" by Herbert Hite; "The Future of Teacher Education: Notes on a Special Form of Tyranny" by William R. Fielder. William H. Drummond summarizes both formal and informal proceedings in "Conference Commentary." Added later were the "Introduction" by Roy A. Edelfelt and the final overview chapter by Wendell C. Allen, "State Government and Teacher Education—A Different Role for the State Education Agency." (JS)

ED 023 619 24 SP 001 654

Hayes, Robert B. And Others

The Effects of Student Reactions to Teaching Methods.

Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Research Administration and Coordination.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-6-2056

Pub Date Sep 67

Grant-OEG-1-7-062056-0302

Note-107p.

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors-Academic Achievement, Educational Experiments, *Effective Teaching, *Feedback, Grade 6, Inservice Teacher Education, Interaction Process Analysis, Statistical Analysis, *Student Attitudes, *Student Reaction, Teacher Attitudes, Teacher Behavior

Identifiers-Flanders' System of Interaction Analysis, Hayes Pupil Teacher Reaction Scale, Minnesota Teacher Attitude Inventory, MTAI, Scale to Measure Attitude Toward Any Sch, Stanford Achievement Test

This study continues an earlier project (ED010369) to determine if student achievement and attitude toward school subjects (1) can be improved by increasing feedback to teachers concerning pupil and/or trained observer reaction to their teaching, (2) correlate significantly with attitude of teachers toward their pupils, (3) can be improved to a greater degree by face-to-face feedback to teachers than by standardized feedback via mail. A pre- and posttest 2 by 4 factorial design was used with the sample of 80 teachers and 1,912 sixth grade students in 7 Pennsylvania school districts. Statistical analysis of the data using class means revealed no significant differences in achievement or attitude, but analysis using individual scores indicated significant differences favoring written feedback, particularly that of pupil reactions to teaching. Teacher opinionnaires indicated that benefits derived from both pupil ratings and classroom interaction analysis warranted their wide use in teacher inservice programs. Overall implications are that it is necessary to provide frequent and intensive help to teachers in order to change teacher behavior or effectiveness. Included are a 48-item bibliog-

raphy; a 17-page manual, "Interaction Analysis: A Program for Interpretation of Matrices;" the Hayes Pupil-Teacher Reaction Scale; the teacher's Feedback Study Opinionnaire; and 48 tables of statistical data and analysis. (JS)

ED 023 620 SP 001 682

PACERPORT, April 1968.
Owensboro City Schools, Ky.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 68

Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—Audiovisual Aids, Case Studies (Education), Individualized Programs, *Inservice Education, *Inservice Programs, Pilot Projects, *Professional Continuing Education, *Teacher Education

Identifiers—Elementary and Secondary Education Act, ESEA Title III, Mobilab, PACE, Projects to Advance Creativity in Educat

PACERPORT, established under terms of an ESEA Title III grant from the U. S. Office of Education to the Owensboro City Schools, Owensboro, Kentucky, is published to provide Title III project directors with a continuing source of news and information on educational innovation. This issue concentrates on 8 specific inservice case studies including the following: "A Self-Perpetuating System," San Bernardino, California; "An Opportunity for Professional Growth," Atlanta, Georgia; "Training Teachers to Train Themselves," Marion, Illinois; "An Area Pilot Program," Cedar Rapids, Iowa; "The Key to Improving Education is the Teacher," Stillwater, Minnesota; "Inservice Training—Audio-Visual Media," Durant, Oklahoma; "Mobilab: Teacher Training," Eugene, Oregon; "Individualization of Inservice Program," Stevens Point, Wisconsin. Included also are notes of particular importance to Title III projects plus a list of 9 PACE projects focusing on inservice education. There are other articles on funding for 1968, educational innovation, and teacher education, along with letters to the editor. (SG)

ED 023 621 SP 001 724

Jeffs, George A. And Others

The Effects of Training in Interaction Analysis on the Verbal Behavior of Teachers.

Ed W. Clark High School, Las Vegas, Nev.

Pub Date Oct 68

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—*Educational Experiments, Feedback, *Inservice Teacher Education, *Interaction Process Analysis, Secondary School Teachers, Student Behavior, Student Participation, *Student Teacher Relationship, *Video Tape Recordings

Identifiers—Flanders System of Interaction Analysis

The hypothesis that "teachers who receive training in interaction analysis will increase their use of accepting or using ideas of students . . . and promote greater frequency of student-initiated talk" was investigated. Four teachers of mathematics and social studies were selected for interaction analysis training in the Clark High School (Las Vegas, Nevada) Interaction Analysis Inservice Teacher Training Program. Then videotapes made of their actual classroom lessons were analyzed using Ned A. Flanders' System of Interaction Analysis, and the information was transferred to a matrix. Data was analyzed empirically rather than statistically. Results confirmed the hypothesis. Additionally, results indicated (1) a decided increase in teachers' accepting, clarifying, and expanding student ideas from the first to the second semester; (2) a pronounced increase in unpredictable student statements during the second semester of the program; (3) a decrease in the number of student responses which were stimulated by the teacher (and somewhat restricted in scope) between the first and second semester; (4) a more indirect approach to motivation and control on the part of teachers during the second semester; (5) a decrease in the use of questions by teachers between the first and second semester; (6) a decrease in teacher initiation and an increase in student initiation and student response from the first to the second semester. (A 63-item bibliography is appended.) (SG)

ED 023 622 SP 001 730

Denemark, George W. And Others

Professional Courses for Teacher Certification.

University of Northern Iowa, Cedar Falls.

Pub Date 67

Note—97p.; Based upon three lectures presented at a State College of Iowa Seminar, Nov. 10-11, 1966.

Available from—Northern Iowa Univ., Cedar Falls, Iowa 50613 (\$1.50).

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors—Classroom Techniques, Clinical Experience, Core Curriculum, *Curriculum Planning, Educational Objectives, Educational Theories, Effective Teaching, Interdisciplinary Approach, Philosophy, *Preservice Education, *Professional Training, Systems Approach, *Teacher Certification, *Teacher Education Curriculum, Teacher Educators, Teacher Seminars, Team Teaching

Identifiers—Central State Colleges and Universities

The three lectures comprising this document are introduced with a foreword by Clifford L. Bishop and an introduction by William H. Dreier, both of the Department of Education and Psychology which sponsored the Central State Colleges and Universities (CSCU) seminar on the professional program for undergraduates leading to teacher certification and the B.A. or B.S. degree. The lecture by George W. Denemark presents "A Proposed Common Professional Core for the Preparation of Teachers." He includes discussion of the context for curriculum planning and of the broad range of objectives for teacher education. In his discussion of "Ideal Experiences Needed in the First Course for Undergraduates," Henry J. Hermanowicz deals with the newer systematic and descriptive studies of teaching, experiments in clinical studies of teaching by prospective teachers, and the emergence of theories of teaching. William E. Drake's "Needed Experiences in the Foundations Professional Sequence Course" includes justification for a social philosophy course and discussion of content necessary to meet the minimum professional standards and classroom activity conducive to quality professional experience. Included are bibliographies, the major comments made at the final panel discussion, and a list of the seminar participants (20 from the host institution and 50 from 25 institutions in 12 different states). (JS)

ED 023 623 SP 001 771

Smith, E. Brooks

A Model Professions Development Program for Elementary School Personnel (A Planning Draft for Discussion Purposes).

Wayne State Univ., Detroit, Mich. Coll. of Education.

Pub Date 25 May 68

Note—30p.; Memorandum to the Elementary Education Faculty.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Affiliated Schools, College School Cooperation, Cooperative Programs, Curriculum Design, *Elementary Schools, Inservice Education, *Interinstitutional Cooperation, Job Analysis, Models, Paraprofessional School Personnel, Practicums, Preservice Education, Program Descriptions, Research and Development Centers, School Organization, *School Personnel, *Staff Utilization, *Teacher Education, Teacher Experience, Team Teaching

This program model describes a plan which provides continuous professional education and appropriate general and special liberal arts studies to meet preparation needs of (1) paraprofessionals (such as classroom and instructional materials aides), (2) professionals (assistant, associate, or intern teachers, classroom instructors), and (3) career professionals (including supervising or directing teachers of school aides and interns, instructional unit leaders, and college clinical instructors) whose professional work would contribute to the educational program in primary and middle schools. Included are brief job descriptions, premises upon which the model program is based, and an outline of the "different preparational programs to meet different entrance times into a professional sequence and different professional goals." A section on "Possible Model Structures for the Professional Clinical Experience Program in Cooperative Teaching Centers in the Public Schools" and one on "Cooperative Clinical Teaching Centers or Institutes as Centers for Education Professions Development and for Curriculum Innovation and Research" focus on the interinstitutional cooperation which would facilitate the clinical training experiences the program emphasizes. (JS)

ED 023 624

SP 001 772

Smith, E. Brooks

Needed: A New Order in Student Teaching That Brings Joint Accountability for Professional Development.

Pub Date 28 Oct 68

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—College School Cooperation, Cooperative Planning, Cooperative Programs, Individualized Programs, Instructional Innovation, *Interinstitutional Cooperation, Laboratory Procedures, Practicums, Program Development, *Research and Development Centers, *Student Teaching, *Teacher Education, *Teacher Experience, Teacher Morale, Training Laboratories

A new interinstitutional instrument for cooperative teacher preparation and curriculum development is needed, preferably to "emerge from a partnership of the old institutions with universities taking leadership under the encouraging sponsorship of state departments of education." A "cooperative clinical teaching center" would focus on both staff development (including teacher preparation and curricular and instructional innovation) and operational research. While school and college supervisory personnel can direct the center's program, classroom teachers from cooperating schools can become the chief agents to carry it out inasmuch as they can contribute ideas and skills derived from practical experience in a way that university people cannot. Cooperative clinical teaching centers are particularly well suited for achieving interinstitutional cooperation to facilitate teacher preparation and instructional improvement in the cities. Although certain essentials are basic to effecting school-university collaboration, the potentialities of collaborative effort "will make possible Dewey's dream of a laboratory approach to the education of teachers." (Included is an outline of a possible structure for a cooperative clinical teaching center.) (SG)

ED 023 625 SP 001 783

The Report of a Symposium on the Training of Teachers for Elementary Schools.

Kettering (Charles F.) Foundation, Dayton, Ohio. IDEA.

Spons Agency—Kettering (Charles F.) Foundation, Dayton, Ohio. IDEA.

Pub Date [68]

Note—18p.

Available from—I/D/E/A, P.O. Box 446, Melbourne, Florida 32901.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—*Beginning Teachers, Curriculum Development, *Elementary School Teachers, *Feedback, Symposia, *Teacher Education, *Teacher Education Curriculum

An I/D/E/A Symposium was conducted to ask newly trained teachers to evaluate their preparation after they had had an opportunity to apply it in the classroom. The symposium participants were all elementary schoolteachers who had just completed their fourth month of teaching, had graduated from teacher training institutions in June 1967, and had been recommended by their preparing institutions as outstanding graduates. Jerome Bruner, director of the Center for Cognitive Studies, Harvard University, was symposium chairman. The proceedings of the symposium indicated that "if feedback from beginning teachers is a reliable source then it is very apparent that what is being done in the colleges of education has little relation to the on-the-job requirements of elementary teachers." Twelve recommendations regarding teacher training evolved. (SG)

ED 023 626 SP 001 787

Appalachia Cooperative Program in Teacher Education.

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National NDEA Inst. for Advanced Study in Teaching Disadvantaged Youth, Washington, D.C.

Pub Date 8 Jul 67

Note—110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—College School Cooperation, *Conference Reports, Cultural Disadvantage, Curriculum Development, *Disadvantaged Youth, Economic Disadvantage, Educational Disadvantage, Learning Theories, Reading Programs, School Community Relationship, Social Disadvantage, Student Per-

sonnel Services, *Teacher Education, *Teacher Education Curriculum, Teacher Experience, Teacher Role

Identifiers-Appalachia

This report of three conferences (held on July 8, 1967) conducted in conjunction with the Appalachia Cooperative Program in Teacher Education begins with an introduction plus an orientation to and a description of the Appalachia Area Project. Included for each conference are an outline of conference objectives, papers presented, and a summary of small group discussions. Conference A focused on "The Disadvantaged Pupil"; papers presented were "A Cultural Approach to the 'Disadvantaged'" by O. Norman Simpkins and "Disadvantaged Youth" by Nathan L. Gerrard. Conference B centered on "Educational Programs for the Disadvantaged Pupil"; papers presented include "Enrichment Through Family Involvement" by Ora M. Poling, "Pupil Services" by James C. Smith, "Types of Reading Programs" by Martha Cottrell, and "Factors That Would Improve Our Present Program" by Jake Moser. Conference C was concerned with "Preparing Teachers for Teaching Disadvantaged Youth"; "Preparing Teachers for Teaching the Disadvantaged Pupil" was presented by Theodore L. Soistmann. A 1 1/2-page "Project Evaluation" concludes the report. (SG)

ED 023 627 SP 001 796

A Proposal from the Newark Board of Education to the Ford Foundation.

Scientific Resources, Inc., Union, N.J.

Spons Agency-Scientific Resources, Inc., Union, N.J.

Pub Date Mar 67

Note-14p.; Paper presented at Conference on "Training the Non-Professional," Scientific Resources Inc., Wash., D.C., Mar. 15-16, 1967.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors-After School Programs, Clinical Professors, *Disadvantaged Youth, Job Training, Language Development, *Nonprofessional Personnel, Paraprofessional School Personnel, *Program Descriptions, School Community Relationship, *Staff Role, *Teacher Aides

This proposal to use nonprofessional aides in school and afterschool programs in Newark, N.J., delineates five program objectives: (1) to develop the two new positions of nonprofessional teacher aide and assistant teacher; (2) to develop, in cooperation with Newark State College and Montclair State College, training programs to move nonprofessionals toward certificated service in the schools; (3) to give teachers more time for research and study of techniques by providing the assistance of trained nonprofessional aides; (4) to stimulate school-community relations by using nonprofessionals as a link between school and community; and (5) to establish field-based clinical professors from the two state colleges as advisors, especially in regard to training the nonprofessional. Also described are the program's goals and the means for achieving those goals, the mechanics and phasing of the proposed program, recruitment and selection procedures to be used in obtaining aides, the training to be given aides, the role of the assistant teacher, the concentration on language development, the program evaluation to be conducted, and staff responsibilities. In the conclusion, it is stated that the proposed program offers particular advantages for teaching disadvantaged children but, nevertheless, is "applicable to all children." (SG)

ED 023 628 SP 001 803

Coleman, Donovan E.

The Effect of Observation of Classes upon Education Majors' Attitudes toward Selected Aspects of Teaching.

Wisconsin State Univ., Superior.

Pub Date [67]

Note-9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors-*Changing Attitudes, *Educational Experiments, *Education Majors, *Observation, Pilot Projects, School Visitation, *Student Attitudes

Identifiers-Mann Whitney U Test, Wilcoxon Matched Pair Signed Rank Test

An experiment was designed to investigate the effects of classroom observation on the attitudes of education majors toward selected aspects of teaching. Three major hypotheses were considered: (1) that observation of classes would result in a significant change in student attitudes

toward selected aspects of teaching, (2) that student attitudes would shift toward those held by the present teaching faculty at the school in which they observed, and (3) that the attitudes of the McCaskill Laboratory School Faculty, Wisconsin State University, Superior, would vary significantly from the attitudes of the education majors in the study. Thirty-three education majors without observation experience were identified and were divided randomly into control and experimental groups. The control group was restricted from observation during the experimental period while the experimental group made five 30-minute observations of classes. Pretest and posttest measurements were administered to assess attitudes toward such aspects as student teaching, teaching, discipline, and children. A semantic differential was employed as the measuring device. Analysis of the data led to rejection of all three hypotheses. (Author/SG)

ED 023 629 SP 001 804

Beasley, Wayne Henry, Marvin

Report of the Experimental Summer Professional Semester, June 3 - August 14, 1968.

Indiana State Univ., Terre Haute.

Spons Agency-Indiana State Univ., Terre Haute.

Pub Date Sep 68

Note-38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors-College Supervisors, *Educational Experiments, Microteaching, *Student Teachers, *Student Teaching, *Summer Programs, Video Tape Recordings

Identifiers-Indiana, TCAP, Teacher Classroom Activity Profile

A program was initiated at Indiana State University (ISU), Terre Haute, to enable students to complete their student teaching during the summer. Twenty-four students participated in the program which provided four hours of activity daily, two to four hours of which were spent in teaching. Principles of using video tape for studying lesson presentation were taught, and the students observed themselves teaching peers before entering the regular classroom. High school student teachers spent eight weeks teaching, and junior high school student teachers spent six weeks. Subsequently, the junior high school student teachers spent additional time learning to operate the video tape recorder and preparing a report on junior high school teaching. To evaluate the summer professional semester, a questionnaire was administered to the 24 participating students and to 51 student teachers in the regular professional semester. Also, the Teacher Classroom Activity Profile (developed at ISU) was used to compare the teaching skills of the summer student teachers with those of the regular student teachers. Although it was found that certain problems inherent in the summer professional semester, the program proved feasible, and recommendations for improvement were evolved. (Appended are a list of participants and their assignments, a program description and schedule of course work, questionnaires used, and the Teacher Classroom Activity Profile.) (SG)

ED 023 630 SP 001 806

Teacher Aides in the Classroom; A New England Study.

New England Educational Assessment Project.

Spons Agency-New England Educational Assessment Project.

Pub Date Nov 67

Note-33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors-*Employment Qualifications, *Staff Role, *Surveys, *Teacher Aides

Identifiers-New England

A status study was conducted to "assess the qualifications and duties of teacher aides in New England, develop guidelines for both pre-service and in-service training, suggest requirements for employment, and list appropriate duties." Data from three separate questionnaire forms was collected for 1,724 aides, 2,139 teachers who had experience working with aides, and 230 superintendents of schools. Visitation to several school systems and one experimental workshop for aides provided additional information. It was found that (1) tasks performed by aides are ancillary to instruction; (2) 95 percent of aides are high school graduates; (3) although aides are not certified, state departments of education specify what tasks they may be assigned; and (4) 78 percent of aides are paid less than substitute teachers. It was

concluded that teacher aides "are a significant factor in education in New England and their number will increase," encouraged by educational associations and federal funding. (Included are copies of the questionnaires, statements regarding the role of aides as issued by state departments of education, and a summary of replies concerning the role of aides from a survey of professional organizations.) (SG)

ED 023 631

SP 001 823

Robb, Felix C.

Teachers: The Need and the Task. The Ninth Charles W. Hunt Lecture of the American Association of Colleges for Teacher Education, 1968.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 14 Feb 68

Note-31p.; Presented at the Twentieth Annual Meeting of the American Association of Colleges for Teacher Education, Chicago, Illinois, Feb. 14, 1968.

Available from-American Assn. of Coll. for Teacher Educ., 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors-College School Cooperation, *Cultural Disadvantage, *Geography, *Institutional Cooperation, Laboratory Schools, Paraprofessional School Personnel, Professional Recognition, Teacher Certification, *Teacher Education, *Teacher Qualifications, Teacher Recruitment, Teacher Salaries

The foremost educational problem today is inequality of education resulting from geographic location. What will be the response of teacher education to this problem? In 1968, the American educational dilemma is economic, political, scientific and technical, humanistic, social, private as well as public, and professional. A revitalized system of education is needed; the task of the 1,200 colleges and universities that prepare teachers is formidable. To obtain charismatic teachers who are successful, exciting people, salaries must be increased and full-time and shared assistants used to relieve routine drudgery. Moreover, selectivity is necessary, eliminating rigid credit-hour requirements in favor of emphasizing experiences and accomplishments. It is necessary to obtain more flexible teacher certification and reciprocal agreements among all states. Frontiers to be investigated include occupational education, early childhood development, and research evaluation. Interinstitutional cooperation between school systems and teacher preparatory institutions is required. Perhaps colleges and universities could contract with school systems to manage problem-plagued schools, thus improving the image of these schools and providing freedom necessary to facilitate innovation and to study the learning process. (SG)

ED 023 632

SP 001 833

Altman, Burton E.

Micro Team Teaching.

Wisconsin State Univ., La Crosse.

Spons Agency-Wisconsin State Univ., La Crosse.

Pub Date [68]

Note-20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors-*College School Cooperation, Cooperative Programs, Educational Experiments, Elementary School Teachers, *Field Experience Programs, Inservice Teacher Education, Instructional Innovation, *Microteaching, Observation, Preservice Education, Student Teachers, Teacher Attitudes, *Teacher Education, Teacher Educators, *Team Teaching

A micro team teaching project was designed to give student teachers an increased responsibility for planning, executing, and evaluating an instructional program; to provide classroom teachers who had not previously taught in a teaching team with the opportunity to learn about the dynamics of team teaching through organizing teams of their own; to enable school systems to try team teaching without reorganizing an entire school; and to provide professors of education with first-hand experience in examining the dynamics of team teaching. The plan (identified as "micro" because it took place in a self-contained classroom) provided for two teams of two student teachers and one experienced teacher each; each team was responsible for developing a

cooperative organization for planning, carrying out, and evaluating an instructional program for a group of 25 or 30 fourth graders. Bi-weekly seminars and field trips were also part of the project's structure. The project was replicated the following semester. In this pilot study, no provisions were made for an experimental research design. Rather, a series of observations were made describing what took place among the undergraduates, faculty members, public school personnel, and school children involved. Inferences were made about changes in attitude and behavior of teachers. (Included are six pages of observations and recommendations.) (Author/JS)

ED 023 633 SP 001 834
Bixler, James E.

Sausalito Teacher Education Project: STEP. A San Francisco State College-Sausalito School District Cooperative Attempt to Change Teacher Education.

San Francisco State Coll., Calif.; Sausalito School District, Calif.

Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.; California State Office of Compensatory Education.

Pub Date 67

Note—20p.; Progress report on a National NDEA Institute Project - Title XI presented at AACTE 19th Annual Meeting, Chicago.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Continuing Education Centers, *Educationally Disadvantaged, Inservice Teacher Education, *Interinstitutional Cooperation, Preservice Education, *Program Descriptions, School Integration, *Teacher Education, *Teacher Education Curriculum

Identifiers—California, Sausalito School District

The material in this report is taken from the Sausalito Teacher Education Project (STEP) Progress Report prepared for February 15, 1967, and is intended as an overall description of the project which is a cooperative effort of San Francisco State College and the Sausalito School District to establish an off-campus Teacher Education Center. An introduction describes the funding, genesis, and objectives of the project, including the special focus on teaching the educationally disadvantaged. Under "Setting," the Sausalito School District and the functions of the Teacher Education Center are described. Subsequent sections describe "Administration and Personnel," "Instruction and Curriculum," "Evaluation, Instrument Development, and Research," and "Communications and Community Relations," followed by a brief conclusion. (SG)

ED 023 634 SP 001 847
Smith, E. Brooks And Others

Toward Real Teaching: A Team Internship Proposal.

Spons Agency—Detroit Public Schools, Mich.; Wayne State Univ., Detroit, Mich.

Pub Date 68

Note—10p.

Journal Cit—Journal of Teacher Education; v19 n1 p7-16 Spr 1968

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Clinical Professors, College Supervisors, Cooperating Teachers, *Elementary Education, Field Experience Programs, *Interinstitutional Cooperation, *Internship Programs, *Program Descriptions, *Team Teaching

Identifiers—Detroit, Michigan

The Detroit Public Schools-Wayne State University Elementary Team Internship Pilot Program was developed to provide an internship (after the student teaching experience) permitting elementary education students to assume the role of teacher. The team internship unit consisted of four interns, two assigned to each of two proximate classrooms; one teacher-director (supervising teacher) in charge of the two classrooms and the four interns; one clinical instructor (college supervisor); and one clinical professor (a senior faculty member of the College of Education to serve as an advisor). The teacher-director devoted full time to the program, the clinical instructor one-quarter time, and the clinical professor one-eighth time. After initial planning and preparation, the interns assumed full responsibility for their classes. Self-evaluation through video tape recordings, interschool visits, analysis of each other's teaching, and joint planning also

were intern activities. For evaluation purposes, questionnaires were distributed to interns, clinical instructors, teacher-directors, and school administrators halfway through the program and upon completion of the program. Individual tape-recorded interviews were held with the same people. A more complete evaluation will involve follow-up of the interns as they assume regular teaching positions. (SG)

ED 023 635 SP 001 848
Haberman, Martin

The Concept of Transfer and the Preparation of Teachers.

Pub Date Jun 65

Note—15p.; Presented at the conference honoring Florence B. Stratmeyer, French Lick, Indiana, June 10-12, 1965.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Individual Characteristics, Individual Development, Individual Needs, Inservice Teacher Education, Learning Processes, Motivation, Preservice Education, Student Teaching, *Teacher Education, *Teacher Education Curriculum, Teacher Experience, *Training Objectives, *Transfer of Training

Fundamental to evaluating the effectiveness of teacher education is determining whether the theory and practice of preservice training carry over into inservice teaching. Considering the large number of beginning teachers who soon drop out of teaching, it appears that they do not. Possibly teacher educators have put too much reliance on the concept of transfer. A review of the literature reveals that transfer may not be the sole factor in the learning process; only in earlier studies of transfer are individual differences accounted for, usually by recognizing intelligence as a major determinant in the transfer process. The success of a beginning teacher may be due to his personal adaptability to the principal, the pupils, the setting, and the role expectations he must face in his teaching assignment rather than to any similarity between his student teaching practice and his first teaching situation. Consequently, "it seems . . . that teacher education will be better served by seeking to learn more ways of developing elements within individuals rather than trying to reconstruct identical situational elements between preservice and in-service experiences." The task of teacher educators is to stimulate professional commitment in their students by serving as models of good teaching practice, with the laboratory experience serving to mold individual students' perceptions of the teaching profession. (SG)

ED 023 636 SP 001 851

McGeach, Dorothy M.

Continuity and Change; Thirty Years in the Preparation of Teacher Educators at Teachers College, Columbia University.

Pub Date Jun 65

Note—31p.; Presented at the conference honoring Florence B. Stratmeyer, French Lick, Indiana, June 12-13, 1965.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Course Descriptions, Doctoral Programs, Educational Change, *Educational History, *Graduate Study, Masters Degrees, Preservice Education, *Program Descriptions, Program Development, *Teacher Education, *Teacher Educators

Identifiers—*Columbia University Teachers College

This paper is a descriptive history of programs for teacher educators at Teachers College, Columbia University, from 1935 to 1965. Individual sections review the doctoral program in 1935, the development of the master's programs, the beginning of a preservice program, reorganization and readjustment in 1935, the widening responsibilities of the 1940's, the doctoral program in 1950, and emphasis on group process. The years from 1950 to 1965 are briefly summarized, and the 1965 program is described in more complete detail. The role of various staff members, including Florence Stratmeyer, is noted throughout. Some phases of the program are illustrated with reports of the activities of individual students enrolled in 1935, in 1946, and in 1960. The last section identifies "characteristics which seem to continue throughout the whole period and represent a constant frame of reference within which all changes are made." Thirty-two references are cited. (JS)

ED 023 637 SP 001 855

Openshaw, M. Karl

Validating the Content of Teacher Education.

Pub Date Jun 65

Note—16p.; Presented at the conference honoring Florence B. Stratmeyer, French Lick, Indiana, June 10-12, 1965.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Behavioral Objectives, *Curriculum Development, *Educational Objectives, *Educational Research, Educational Sociology, Effective Teaching, Program Content, Research Needs, Teacher Behavior, *Teacher Education Curriculum, Teaching Skills

It is not only possible but immediately imperative that the substance and experiences pertinent to the education of teachers be identified, defined, and organized—with teaching behavior and teaching performance skills used as the focal point—so that teacher education can contribute maximally to teacher effectiveness. Educators must immediately concern themselves with reconstituting the substance of teacher education through empirically validated knowledge. Studies concerning teaching methodology, the systematic observation of classroom behavior, instruments and media of instruction, the open and closed mind, concept development, paradigms for research on teaching, and the dynamics of group interaction should be at the heart of the reconstruction process. Although teaching behavior is being studied and research is beginning to have an impact on some programs, much remains to be done. Research is needed on education as a social institution and on the school as a social system so that educational objectives can be set for schools in the setting in which the schools function. The impact of sociological factors on the role of the teacher needs study, and recent trends and developments such as team teaching and programmed learning need further analysis and evaluation. (Twenty-four references are cited.) (JS)

ED 023 638 SP 001 857

Lindsay, Margaret

The Substance of Professional Study for Teachers; Background Considerations.

Pub Date Jun 65

Note—23p.; Presented at the conference honoring Florence B. Stratmeyer, French Lick, Indiana, June 10-12, 1965.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Behavioral Sciences, Educational Research, *Environmental Influences, Professional Education, *Professional Recognition, Role Conflict, *Specialists, *Teacher Education, *Teacher Educators, Teaching

Because we are specialists in teacher education, because we are practitioners pragmatically testing our decisions from day to day, we are not only required to understand new ideas relevant to our activities and to test them in practice, we are responsible too for making ourselves felt in important places on critical matters. There are influential forces in our rich environment which can be used productively but which can also be detrimental: status seeking in higher education institutions where graduate teaching, research, and plain size are admired; competition within our institutions among demands on our time and energy for research, writing, teaching, and service; the prestige of scientific research; the increasing separation of foundational disciplines from study of educational problems; and the availability of new knowledge and methods in the disciplines of teaching fields. It is our responsibility to capitalize on the potential for good in these forces. In moving into centrally influential roles, it behooves us to guard against behavior that is inconsistent with our principles lest we become amoral status seekers. We must place central emphasis on our teaching while performing other functions as they relate to it, and we must use our influence to direct research activity into productive channels. (JS)

ED 023 639 SP 001 860

Corrigan, Dean

The Personal Dimension in the Education of American Teachers.

Pub Date Jun 65

Note—34p.; Presented at a conference honoring Florence B. Stratmeyer, French Lick, Indiana, June 10-12, 1965.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Cognitive Processes, *Educational Objectives, Evaluation Techniques, Faculty Advisors, Individualized Curriculum, *Individualized Instruction, Instructional Innovation, Instructional Media, Intellectual Development, Personal Growth, *Program Descriptions, Student Attitudes, Students, Student Seminars, *Teacher Education, *Teacher Education Curriculum, Teacher Educators, Teaching Methods

A primary function of the teacher educator is to use himself, his students, and all the dimensions of teacher education (instructional organization, methods, content, materials, media, and evaluation) only as means for providing opportunities for prospective teachers to become teacher-scholars—unique individuals who can function intelligently in school and in the larger community. Because each student's cognitive operations, his approach to cognitive tasks, and his feelings about knowledge are personally unique, they cannot be disregarded by the curriculum builder. A total program focusing on the personal dimension of teacher education is needed. It would provide a one-to-one relationship between each prospective teacher and at least one education advisor. Rather than a specific sequence of courses, it might use a continuous seminar taught by an instructional team and make use of student grouping and teams of students with opportunity for continuous and appropriate independent study. Simulated materials, sensitivity training, programmed instruction, educational TV, and data processing would be used to implement such an individualized curriculum. The institution then becomes a demonstration center providing the type of individualized learning the prospective teacher is expected to perpetuate. (A 39-item bibliography and an outline for discussion are included.) (JS)

ED 023 640 SP 001 865

Kalick, Perry M.

An Intensive Elementary School Student-Teaching Program in a Disadvantaged Neighborhood.

Spons Agency—City Univ. of New York, N.Y. Hunter Coll.

Pub Date 68

Note—4p.

Journal Cit-Campus School Exchange; p7-10 Spring 1968

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Affiliated Schools, Clinical Professors, *College School Cooperation, College Supervisors, Cooperative Programs, *Disadvantaged Schools, *Practicum Supervision, *Program Descriptions, Staff Role, Student Teachers, *Student Teaching, Urban Teaching Identifiers—New York, New York City, Triplet Project

In an attempt to give college seniors sufficient experience to prepare them for the difficulties of their initial teaching assignments in disadvantaged neighborhoods, the Triplet Project was created by Hunter College of the City University of N.Y. A college supervisor and 12 student teachers are assigned to each of two "triplets" (groups of three participating elementary schools within a block or two from each other—one in East Harlem and one in the East Bronx). Since the supervisor functions as a resident in the schools, he is able to observe each of his students (four in each school) 15 times a semester and to have conferences with him immediately after a lesson. He becomes well known in the schools, "a part of the woodwork," so that his presence in the classroom does not create an unrealistic situation. He tailors appropriate experiences for student teachers and sometimes does demonstration teaching. Each student teacher has two 9-week placements, one in the first to third grades and one in the fourth to sixth. He teaches at least one lesson a day for three weeks, two consecutive lessons for two weeks, and later teaches for an entire morning on several occasions. The Triplet Project has now come full circle in that some of the outstanding initial student teachers are now cooperating teachers. When school principals were asked to compare the performance of Triplet Project regular teachers in their schools with other beginning teachers who had had student teaching experience, 50 per cent were rated above average and 40 per cent excellent. (JS)

ED 023 641 SP 001 867

Mette, Harvey

Campus Schools and Student-Teaching Centers.

Spons Agency—Long Island Univ., Brooklyn, N.Y.

Pub Date 68

Note—4p.

Journal Cit-Campus School Exchange; p41-44 Spring 1968

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—*Administrator Role, Affiliated Schools, Clinical Professors, *College School Cooperation, College Supervisors, Cooperative Programs, Coordinators, Field Experience Programs, *Practicum Supervision, *Program Descriptions, Staff Role, *Student Teaching, Urban Teaching

Identifiers—New York, New York City

Brooklyn Center of Long Island University has developed a number of student teaching centers. (Such "centers" are schools with which an agreement has been reached providing for the placement of student teachers in concentrated numbers, thus allowing for resident supervision. An extension of the Campus School concept, they continue the trend toward formal agreement between colleges and public schools in concern for teacher preparation.) Resident college supervisors (full-time faculty members with usually one-half to three-fourth of their teaching load consisting of the supervision of student teachers in one school) spend 12 to 18 hours a week in the school, making them available also for conference and other resource services. The role of the college coordinator of field work (a full-time administrator with faculty rank) involve assigning supervisors and student teachers to positions at specific centers. The coordinator keeps in close contact with each of the schools, meets frequently with students, and continually discusses the field work program with divisional faculty. When students are accepted into the program, they are invited in groups of 10 to 12 to two-hour conferences with the coordinator; the group dynamics approach to student teaching in urban schools gives the coordinator a perceptive view of each student in anticipating that student's readiness for a given assignment. (JS)

ED 023 642 56 SP 001 875

Jensen, Paul H.

A Study of Self-Evaluation Applied to In-Service Education.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1121

Pub Date Sep 68

Contract—OEC-4-6-051121-0981

Note—117p.

EDRS Price MF-\$0.50 HC-\$5.95

Descriptors—Analysis of Variance, Behavioral Objectives, *Educational Experiments, Elementary School Teachers, Evaluation Techniques, *In-service Teacher Education, Interaction Process Analysis, Interviews, Observation, Questionnaires, Rating Scales, *Self Actualization, *Self Evaluation, Teacher Attitudes, Teacher Characteristics, Teacher Evaluation, Teacher Improvement, *Video Tape Recordings

A study was conducted by the Corvallis School District, Oregon, to examine the effectiveness of the use of video tape recording as a self-instructional inservice training tool and as a means of bringing about change in teacher behavior. Over a two-year period, 65 elementary school teachers were randomly assigned to one of five treatment groups formed from the presence or absence of three conditions: (1) self-observation via video tape recording, (2) overt self-evaluation during self-observation, and (3) a workshop in observational and evaluational techniques. Analysis of variance, discriminatory analysis, and chi square techniques were used to analyze the data collected from behavioral measures and questionnaires. It was found that emphasis on individual goal setting combined with video self-evaluation effected moderate changes in teaching methods and attitudes. (Appended are a 27-item list of references, a 193-item annotated bibliography, illustrations of the coding results of the interaction analysis on a one-hour video tape, quotations from teacher observations, a teacher questionnaire and observer rating scale, an organization chart, a list of video tape equipment, a description of the project environment, and tables and graphs. SP 001 634, "An Overview of the Teaching Research System for the Description of Teacher Behavior in Context" by H. Del Schalock, is a related document.) (Author/SG)

ED 023 643 24 SP 001 883

Johnson, James A.

A National Survey of Student Teaching Programs.

Final Report.

Northern Illinois Univ., De Kalb.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-8182

Pub Date Jul 68

Grant—OEG-3-7-068182-2635

Note—166p.

EDRS Price MF-\$0.75 HC-\$8.40

Descriptors—Accreditation (Institutions), Affiliated Schools, Analysis of Variance, *College Supervisors, Cooperating Teachers, Grants, Instructional Innovation, Internship Programs, *National Surveys, Private Schools, *Program Administration, Public Schools, Questionnaires, Student Teachers, *Student Teaching, *Teachers Colleges, Teaching Assistants

This document reports a survey study designed to collect rather comprehensive descriptive information on student teaching from 1,110 teacher education institutions in the United States. The data—received from 847 institutions (76 per cent) and tallied for each state and for the entire country—is presented in 53 tables accompanied by explanatory discussion. Categories of information include general background of the institutions, administration of student teaching programs, the college supervisor, the student teachers themselves, and cooperating school districts and cooperating teachers. There are sections on the results of (1) an analysis by variable between public and private institutions and between institutions that have received National Council for Accreditation of Teacher Education (NCATE) accreditation and those that have not and (2) an analysis of the nonrespondents (A random sample of 10 per cent of them was visited.). Conclusions, implications, and recommendations are presented, and the survey questionnaire is appended. With this document are four supplementary reports which elaborate (in the form of tables listing information by institution) on specific items in the questionnaire: No. 1—"Innovations in Student Teaching"; No. 2—"Student Teaching Research Grants"; No. 3—"Internship Programs"; No. 4—"The Use of Graduate Students to Supervise Student Teachers." (JS)

ED 023 644 SP 001 885

Stearns, Troy

Ideas for the Development of Programs Relating to the International Scene and Its Role in the Schools (Vistas for International Understanding and Cooperation).

Michigan State Board of Education, Lansing.

Pub Date Aug 66

Note—30p.; Title III PACE, Projects to Advance Creativity in Educ., Conference report, Aut. 23-25, 1966, Tustin, Mich., p17-49.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Cooperative Programs, *Cross Cultural Training, Cultural Awareness, *Cultural Education, Cultural Exchange, Cultural Interrelationships, Curriculum Development, Educational Research, Intercultural Programs, Interdisciplinary Approach, *International Education, International Programs, *Teacher Education, *Teacher Education Curriculum, Teacher Qualifications

Identifiers—AACTE, American Association of Colleges for Tea, Educational Materials Laboratory, Education and World Affairs, North Central Association, UNESCO, UNICEF, World University

Dramatic changes during the last two decades demand immediate reevaluation of educational goals with the aim of promoting world peace and international understanding. Significant advances have already been made by international organizations such as UNESCO, UNICEF, and the World University; by national groups such as the American Association of Colleges for Teacher Education (AACTE), the North Central Association, Education and World Affairs, and the Education Materials Laboratory; and by programs conducted at college and university, regional, state, and local levels. Teacher education institutions can play a key role in developing cultural appreciation and intercultural understanding as they guide the growth and development of future teachers. Teacher educators must "identify, state clearly, and clarify from time to time special information, attitudes, appreciations, and skills that are intimately related to world-mindedness."

Frank appraisal of existing programs is needed. Additional means for improving international understanding include further research into cultural backgrounds in relation to curriculum improvement, establishment of an independent international curriculum laboratory and materials center, development of world college centers, and establishment of an independent foundation for international education. (A 42-item bibliography is appended.) (This presentation is part of the report of a summer conference sponsored by ESEA, Title III.) (SG)

ED 023 645 24 SP 001 888

Bressler, Marvin
Defining Profitable Areas for Research in the
Sociology of Education. Final Report.

Princeton Univ., N.J.

Spons Agency-Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No-BR-5-0222

Pub Date Jul 68

Contract-OEC-4-10-170

Note-78p.

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors-*Behavioral Science Research, *Conference Reports, Educational Opportunities, Educational *Philosophy, *Educational Research, Educational Researchers, *Educational Sociology, Institutions, Research Methodology, *Research Needs, Systems Analysis, Theories

This report is the product of a conference designed to define profitable areas of inquiry in the sociology of education with emphasis on the intersection of sociological inquiry and urgent problems in educational research. It is compiled from the stenotyped record of conference proceedings (five sessions at which position reports were presented as informal guides to general discussion) and from postconference reflections of the participants (23 social scientists, most of whom are prominent sociologists of education and representatives of allied disciplines). The author's synthesis is a reorganization of the conference material under seven general headings which participants identified as central priority issues: (1) methodology, (2) theory formation, (3) education and other social institutions, (4) the structure of the educational system, (5) education as a profession, (6) the ideology of educational practitioners, and (7) the special problem of educational opportunity. Twenty references are cited in the body of the report. Appended are (1) a 22-page outline synopsis of needed educational research, the first section dealing primarily with elementary and secondary education, the second devoted entirely to higher education; and (2) "The Comparative Study of the Determinants of Educational Opportunity," a background paper presented at the conference. (JS)

ED 023 646 TE 000 391

Palmer, Louis H., Jr.

Intellectual Honesty.

Tilton School English Dept., N.H.

Pub Date Feb 68

Note-17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors-*Academic Standards, *Composition (Literary), Discipline Problems, *English Instruction, Moral Issues, Moral Values, *Plagiarism

One of the principal aims of a quality education is a relationship of trust between a student and his teachers and peers. The student's signature on his work should indicate to his teachers that any indebtedness for materials—any word-for-word copying, paraphrasing, usage of "apt" terms, or any mosaic woven into his work from randomly-gathered statements—has been acceptably acknowledged and identified to clarify what is the student's own work and what has been borrowed from others. The student should acknowledge to what extent he has prepared and proofread his own papers, given or received help, and made use of tutors or other aids. He should understand that plagiarism in any form not only indicates a flagrant disregard for the ethical and moral code governing the welfare of the academic community and a serious breach of personal integrity, but also constitutes an ignorance of form, for which he will still be held responsible. (Included are examples which illustrate the misuse of source materials.) (JB)

ED 023 647 TE 000 555

Ongeto, Belen Casintahan

An Analysis of a Basic Spelling List for Possible Linguistic Grouping of Words.

Pub Date Jun 67

Note-150p.; M.A. Thesis, Sacramento State College, California.

EDRS Price MF-\$0.75 HC-\$7.60

Descriptors-*Elementary Education, *English Instruction, Language Research, *Linguistics, Morphemes, Orthographic Symbols, Phonemes, Phonetic Transcription, Spelling, *Spelling Instruction, Structural Linguistics, *Word Lists

This study proposed that a basic list of spelling words could be grouped according to linguistic principles of sound-symbol relationships to provide effective spelling instruction. The corpus used in this study was the 1,163 words found in the spelling list developed by Walter Petty, selected for their high social utility in grades 2, 3, and 4. The words were phonetically transcribed and grouped into seven major word-classes. By identification of phoneme-letter representation and the position of the sound-unit variant, each of the seven major groups was divided into 243 teachable sub-groups and 180 isolates representing separate structural patterns. It was concluded that a basic spelling list of high social utility words, both "linguistically workable and socially useful," should not be discarded by teachers, and that a significant amount of spelling instruction should be devoted to the teaching of individual words, as well as to a linguistically-based grouping of words. Further research should be made of a more extensive basic spelling list and should test the actual effectiveness and appeal of a teaching approach to spelling instruction based on frequency of word usage and linguistic groupings. (JB)

ED 023 648 TE 000 587

Langacker, Ronald W.

Language and Its Structure: Some Fundamental Linguistic Concepts.

Pub Date 67

Note-268p.

Available from-Harcourt, Brace and World, Inc.,

757 Third Ave., New York, N.Y. 10017

(\$3.95).

Document Not Available from EDRS.

Descriptors-Contrastive Linguistics, Descriptive Linguistics, Diachronic Linguistics, Dialects, English, English Instruction, *Grammar, *Language, Language Research, Language Role, *Linguistics, Morphology (Languages), Phonological Units, Phonology, Semantics, Speech, Structural Linguistics, Syntax, Transformation Theory (Language)

Intended for people with little or no training in linguistics, this book initially deals with such basic concepts as the definition of linguistics, the nature of language, and the linguistic variations within a society. The discussion then moves to a more detailed, non-historical analysis of language structure, focusing on lexical items, syntactical and phonological systems, and the ways in which language matches meanings to sound sequences. Finally, an examination of linguistic relationships is concerned with language modifications within a single language, genetic relationships between linguistic systems, the nature of language acquisition, and the structural similarities among all languages. (LH)

ED 023 649 TE 000 592

Cross, Janet S.

An Instructional Program to Enable English

Teachers to Improve Discussion Skills.

Note-77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors-Curriculum Guides, *Discussion (Teaching Technique), *English Instruction, In-service Teacher Education, *Methods Courses, Methods Teachers, Questioning Techniques, Self Evaluation, Student Attitudes, *Teacher Attitudes, Teacher Education, *Teacher Education Curriculum, Teacher Evaluation, Teacher Guidance, Teacher Interns, Teaching Methods

This 6-week instructional program designed for University of Pittsburgh English-teacher interns emphasizes the development of attitudes and skills necessary for student-oriented teaching. From six core principles of learning, a set of course objectives is derived, and five self-contained units designed to achieve these objectives are presented. The units attempt to guide

teachers (1) to identify and explore their attitudes toward students and toward themselves as teachers, (2) to analyze two contrasting styles of teaching and to identify the effects of discussion and teacher questioning patterns upon the roles assumed by teachers and learners in each situation, (3) to increase the amount of student talk in classroom discussions, (4) to increase the number of "high-level" questions they ask while improving the clarity and precision of their question sequences, and (5) to evaluate their own teaching performances and to establish realistic future teaching goals for themselves. (LH)

ED 023 650 TE 000 609

Thomas, Owen

Transformational Grammar and the Teacher of English.

Pub Date Jul 66

Note-240p.

Available from-Holt, Rinehart and Winston, Inc.,

383 Madison Avenue, New York, New York

10017 (\$4.95).

Document Not Available from EDRS.

Descriptors-Adjectives, Adverbs, *Applied Linguistics, *English Instruction, Form Classes (Languages), Function Words, *Grammar, Language, Language Instruction, *Linguistics, Morphemes, Morphology (Languages), Phrase Structure, Sentence Structure, *Transformation Generative Grammar, Transformations (Language), Transformation Theory (Language), Verbs

This pedagogical approach to transformational grammar describes those aspects of the subject which have the greatest relevance for teachers of English. Following a definition of basic terms and a discussion of the nature and function of grammar, a description of basic English sentence patterns is used to present a model grammar based on the transformational theory. Morphemes, form and structure words, nouns, nominals, and verbs are then discussed and incorporated into the model grammar. An analysis of the transformational possibilities of adjectives and adverbs leads into methods of rearranging the basic sentences (e.g., interrogatives, negative and emphatic sentences, passive voices, and imperatives). A concluding chapter argues for a new understanding of the relation of grammar to the nature of language and to the study of literature. (LH)

ED 023 651 TE 000 610

Markwardt, Albert H.

Linguistics and the Teaching of English.

Pub Date 66

Note-151p.

Available from-Indiana University Press, 10th

and Morton Street, Bloomington, Indiana

47401 (\$4.75).

Document Not Available from EDRS.

Descriptors-*Applied Linguistics, Composition (Literary), Curriculum Problems, *English Instruction, *Grammar, Language Instruction, Language Role, *Language Usage, *Linguistics, Literary Analysis, Reading, Reference Materials, Spelling, Syntax, Traditional Grammar, Transformation Generative Grammar, Transformation Theory (Language)

An overview of language concepts suggests applications of linguistics to the teaching of English at all levels of instruction. Traditional grammar, with its emphasis on syntax and written language, is discussed and then compared to generative grammar, with its emphasis on transformational theory. A discussion of usage summarizes the changes in varieties, levels, and styles of usage, and examines some of the more useful sources of usage information—dictionaries, linguistic atlases, usage manuals, and scholarly treatments of English grammar. The relation of linguistics to the teaching of composition, literature, reading, and spelling is analyzed, and the responsibility of the language curriculum for developing the critical readers and responsible writers essential to a democracy is emphasized. (LH)

ED 023 652 TE 000 643

[International Society for General Semantics

Bibliography.]

San Francisco State Coll., Calif.

Pub Date [68]

Note-12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors-*Annotated Bibliographies, *Bibliographies, *English Instruction, *Language, Linguistics, Phonograph Records, *Semantics, Tape Recordings

This annotated bibliography lists 18 primary books on general semantics and 52 books, pamphlets, and recordings on related subjects; all of which can be ordered from the Society. (DL)

ED 023 653

TE 000 644

Loban, Walter

Problems in Oral English: Kindergarten through Grade Nine. NCTE Research Report No. 5. National Council of Teachers of English, Champaign, Ill.

Pub Date 66

Note-79p.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 15405, \$1.75).

Document Not Available from EDRS.

Descriptors-Elementary Education, *English Instruction, Language, *Language Development, *Language Skills, Language Usage, Negro Dialects, Nonstandard Dialects, Oral Communication, *Oral English, Oral Expression, Secondary Education, *Social Dialects

Over a 10-year period, the oral language development of 338 pupils was studied from kindergarten through grade 9 to establish the most crucial and frequent oral language difficulties. Recorded samples of oral English from each subject were segmented by oral intonation patterns and syntactic units, and were analyzed yearly in terms of 21 oral language problems or deviations from standard spoken English. Progress in resolving these difficulties was than plotted for four groups-Caucasians with high and low language proficiency, Negroes with low language proficiency, and a random sample. Results indicated that the most persistent difficulties for those children not handicapped by social dialect are not in usage but in developing coherence and organization and that individual instruction in this area is much more helpful than drill in usage. On the other hand, the most persistent problems for Negro children are those of usage, particularly compound verbs and the verb "to be." Oral drill based on expressing ideas, attitudes, and values of concern to the learners is more effective instruction than workbook drill. (This report is based on an earlier study, ED 001 275.) (DL)

ED 023 654

TE 000 649

Tillinghast, B. S., Jr. Renzulli, Joseph S.
Reliability of a Group Form of the Peabody Picture Vocabulary Test.

Pub Date Mar 68

Note-4p.

Available from-Dembar Educational Research Services, Box 1605, Madison, Wisconsin 53701 (Single copy \$1.00).

Journal Cit-Journal of Educational Research; v61 n7 p311-14 Mar 1968

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors-*Aptitude Tests, Elementary School Students, Evaluation, *Group Tests, Reliability, *Testing, Testing Problems, *Test Reliability, Tests, Verbal Ability, Verbal Tests, *Vocabulary

Identifiers-*Peabody Picture Vocabulary Test

The purpose of this study was to further examine the reliability of the Peabody Picture Vocabulary Test (PPVT), a new instrument to measure hearing vocabulary so that a student's verbal intelligence may be inferred. A group testing procedure was utilized by reproducing the PPVT plates on 35 millimeter transparent slides and projecting them onto a 60 by 60 inch screen. A sample of 414 fourth-, fifth-, and sixth-grade pupils was tested twice with Form A and Form B, requiring one-half hour to administer separately and 1 hour when combined into one longer test. Alternate form reliability compared favorably with the PPVT manual, but an unforeseen difficulty in administering the test under group conditions was that ceiling scores had to be established individually for 161 pupils and basal scores for 15. Test-retest reliability coefficients ranged from .73 to .85. Combining the two forms into one test yielded test-retest reliability coefficients of .90, .88, and .84 for the fourth, fifth, and sixth grades respectively. Since reliability increased with the use of the combined test forms, psychometrists should give serious consideration to using both forms of the test as one longer instrument. Validity studies comparing group forms with individual forms are needed. (Author/LH)

ED 023 655

TE 000 650

Jacobs, Roderick A.

On Transformational Grammar: An Introduction for Teachers. Monograph Number 11.

New York State English Council, Oswego.

Pub Date 68

Note-63p.

Available from-Mr. Richard E. Fisher, Administration Building 321, State University College, Oneonta, N. Y. 13820 (\$1.00).

Document Not Available from EDRS.

Descriptors-Applied Linguistics, Deep Structure, *English Instruction, *Grammar, Kernel Sentences, Language Instruction, *Linguistics, Phrase Structure, Sentence Structure, Surface Structure, Syntax, *Transformational Generative Grammar, *Transformation Theory (Language)

A review of the background of transformational grammar and a discussion of Chomsky's "Syntactic Structures" begin this introduction to the "new" grammar. Following discussions are on the components of a theoretically complete grammar, the main deep structure components (noun phrase, auxiliary, and verb phrase), grammatical relationships, grammatical features, transformations, and embedding. A defense of the explanatory adequacy of the grammar is then offered, and the monograph concludes with a brief survey of recent developments in transformational theory and a short, informal bibliography for teachers. (LH)

ED 023 656

TE 000 659

Bolinger, Dwight

Aspects of Language.

Pub Date 68

Note-335p.

Available from-Harcourt, Brace & World, Inc., New York (\$3.95).

Document Not Available from EDRS.

Descriptors-Applied Linguistics, *Communication (Thought Transfer), *Diachronic Linguistics, Dialects, English, Grammar, Intonation, *Language, Language Patterns, *Language Research, Language Role, Language Standardization, Language Usage, *Linguistics, Phonetics, Semantics, Speech, Structural Linguistics, Syntax, Thought Processes, Written Language

A survey of the substance of linguistics and of the activities of linguists is presented in an attempt to acquaint ordinary readers with the various aspects of "la"guage. A discussion of the human tendency toward speech, of the traits of language, and of phonetic elements prepares the way for an analysis of the structure of language in terms of sound and syntax. The forces affecting language and the evolution which a language continually undergoes are covered, with historical changes in spellings, meanings, and sounds traced in some detail. Dialect study, linguistic geography, the relation of written to spoken language, and various approaches to language from traditional grammar to formal linguistics are then discussed. The volume concludes with a study of the relationship of language to meaning and of the way human mental processes form a language and, consequently, are influenced by the conceptualization necessary for linguistic expression. (LH)

ED 023 657

TE 000 660

Harsh, Wayne

Grammar Instruction Today: A Combination Instead of a Choice. Davis Publications in English, Number One.

Pub Date 65

Note-19p.

Available from-Associated Student Store, University of California, Davis, California 95616 (\$0.50).

Document Not Available from EDRS.

Descriptors-Applied Linguistics, *Descriptive Linguistics, *English Instruction, Form Classes (Languages), Function Words, Generative Grammar, *Grammar, Kernel Sentences, Language, Language Patterns, Linguistic Patterns, Linguistics, Oral English, Sentence Structure, Teaching Methods, *Traditional Grammar, *Transformational Generative Grammar, Written Language

The approaches of traditional grammar, descriptive linguistics, and generative grammar are largely complementary rather than exclusive. Traditional grammar defines eight parts of speech according to meaning or function and concerns itself almost wholly with the written language. Descriptive linguistics postulates that English has a set of unique grammatical patterns and that

meaning is conveyed through word form, word order, function words, and intonation patterns; distinguishes between spoken and written language; and recognizes various levels of English usage. Generative grammar attempts to describe all possible English sentences and to give an explanation of how sentences are formed or "generated" by applying both phrase structure and transformational rules. Because certain sentences defy one or more of these approaches, grammar as taught in the schools should be a combination which includes the valid and useful parts of each approach. (JS)

ED 023 658

TE 000 764

Stowe, Elaine

New Dictionaries and Textbooks in English, Spelling, and Handwriting Adopted for use in California Elementary Schools Beginning with the 1968-69 School Year.

California State Dept. of Education, Sacramento.

Pub Date 68

Note-10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors-*Dictionaries, Elementary Education, *English Instruction, *Handwriting Instruction, Language Instruction, Secondary Education, *Spelling Instruction, Supplementary Textbooks, Textbook Content, Textbook Evaluation, *Textbook Selection

A description and the rationale for selection of new instructional materials adopted by the California State Department of Education are provided in this curriculum publication. Intended for use in grades 1-8 for a four-year period beginning with the 1968-69 school year, these materials include dictionaries, basic language textbooks, supplementary textbooks, and textbooks on spelling and handwriting. (LH)

ED 023 659

TE 000 766

Hazard, Patrick D., Ed.

TV as Art: Some Essays in Criticism.

National Council of Teachers of English, Champaign, Ill.

Pub Date 66

Note-221p.; Papers originally commissioned by the Television Information Office for the National Council of Teachers of English Television Festival.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 46006, \$1.25).

Document Not Available from EDRS.

Descriptors-Broadcast Television, *Critical Thinking, Elementary Education, *English Instruction, Higher Education, *Mass Media, Public Television, Secondary Education, *Television, Television Viewing

Based on the beliefs that television can be a legitimate art form and that the development of judgment about television programs is one of the serious responsibilities of the schools, this collection of critiques of television programs is intended for teachers at every level of instruction. Essays are (1) "TV as Art: Some Reflections" by Patrick D. Hazard, (2) "The Making of a President: Politics and Mass Communication in America" by John Tebbel, (3) "On Rod Serling, James Agee, and Popular Culture" by Jack Behar, (4) "Ethos by Esso: 'In What America?' and 'Culture in Transition' from Esso World Theatre, February and May, 1964" by Richard J. Stoness, (5) "Television and the Problem Play" by David Boroff, (6) "Some Versions of Shakespeare on the Screen" by Raymond Williams, (7) "Television and the Culture of the Child: 'Exploring' on the Renaissance" by Charles Winick and Mariann P. Winick, (8) "Life, Death, and 'Nature' in Children's TV" by George Bluestone, (9) "A Twenty-one Inch Medium for Thirty-six Inch Receivers" by George Dessart, and (10) "The Story of a Newspaper Man: Diary of a Lesson Planned" by Brother Thomas Timothy. (DL)

ED 023 660

TE 000 768

Teaching of English Language Arts, Problems and Recommendations: A Report of the Connecticut English and Reading Advisory Committee.

Connecticut State Dept. of Education, Hartford.

Report No-BULL-107

Pub Date [68]

Note-31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors-Administrative Policy, Administrator Responsibility, Articulation (Program), Com-

position (Literary), Course Content, *Curriculum Development, *Curriculum Problems, *English Instruction, Inservice Teacher Education, *Language Arts, Multimedia Instruction, Preservice Education, Teacher Administrator Relationship, Teacher Attitudes, *Teacher Education, Teaching Conditions, Teaching Load, Teaching Methods

Nineteen crucial problems that are inhibiting continued improvement of English and reading education are identified by a committee of the Connecticut State Department of Education. The problems are grouped under four main headings: (1) content and method, (2) articulation, (3) teaching conditions, (4) teacher education and reeducation. Some of the problems considered under these headings are the use of multi-media for instruction, the utilization of resources outside the school community, and the provision of effective teaching facilities and supervisory assistance. Following each statement of a particular problem are recommendations for solving it; and at the conclusion of the report, six major recommendations to insure continual strengthening of English and reading instruction are formulated. (LH)

ED 023 661 TE 000 769
12,000 Students and Their English Teachers:
Tested Units in Teaching Literature, Language,
Composition.

College Entrance Examination Board, New York,
N.Y. Commission on English.

Pub Date 68
Note-389p.; Also available from College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 (\$5.50).

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 04756, \$5.50).

Document Not Available from EDRS.

Descriptors-College Entrance Examinations, *Composition (Literary), Composition Skills (Literary), *Curriculum Guides, Drama, *English Instruction, Instructional Materials, *Language, Language Styles, Language Usage, *Literature, Novels, Poetry, Secondary Education, Short Stories, Student Writing Models, Teaching Methods

Literature, language, and composition are integrated in this collection of 30 model teaching units for grades 9-12. The units are concerned with (1) the explication and comparison of novels by Hemingway, Wilder, Kipling, and Knowles, (2) short story techniques used by writers from Poe to Joyce, (3) poetic structure and themes as demonstrated in poems by Milton, Eliot, and others, (4) dramatic conventions, contemporary themes, and literary allusion in modern drama as illustrated in "J.B." and "The Glass Menagerie," (5) dictionary usage, the language of essays, and problems of language changes and usage, and (6) the modification of the writer's tone and voice to suit his purpose, audience, and materials. Included are such instructional materials as poems, cartoons, and prints; teacher notes which suggest class activities, heuristic questions, and writing assignments; and a large sampling of student writing, graded and analyzed according to College Entrance Examination Board standards. (JB)

ED 023 662 TE 000 770
Stratta, Leslie, Ed.
Poetry.

National Association for the Teaching of English (England).

Pub Date 66
Note-56p.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 22709, \$1.00).

Journal Cit-NATE Bulletin; v3 n1 p1-56 Spring 1966

Document Not Available from EDRS.

Descriptors-Choral Speaking, Creative Dramatics, Creative Teaching, Creative Writing, Dramatic Play, *Effective Teaching, Elementary Education, *English Instruction, Folk Culture, *Literature, *Poetry, Secondary Education, Student Interests, Student Reaction, Teacher Attitudes, *Teaching Techniques, Technical Education

Thirteen articles on effective classroom teaching of poetry are collected in this bulletin. The relationships of poetry to emotion and to experience are discussed by Barbara Hardy and Donald Thomas. Effective techniques for the

British Junior Schools are explored in three articles: Peter Seary and Geoffrey Summerfield create a hypothetical Chinese family for whom the children write imitations of Chinese poems; David Aitken believes choral speaking alerts students to rhythm and new lyrics for old songs. Poetry in the British Secondary Schools is discussed from five viewpoints: Yvonne Bradbury emphasizes flexible scheduling in poetry lessons; John Werner illustrates the value of haiku for young writers; Francis White suggests the excitement that such creative approaches as the use of the tape recorder can inject into poetry; Geoffrey Hand indicates the correlation of poetry with other subjects; and F. I. Owen reports on the benefit of miming a poetical situation. The importance of poetry in the Technical School is presented by Alan Crang, and two concluding articles by Peter Doughty and Eric Wainwright take up the importance of the teacher's attitude toward his subject. (LH)

ED 023 663 TE 000 771
Some Aspects of Oracy.
National Association for the Teaching of English (England).

Pub Date 65
Note-45p.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 22905, \$1.00).

Journal Cit-NATE Bulletin; v2 n2 p1-45 Summer 1965

Document Not Available from EDRS.

Descriptors-Colleges, Communication (Thought Transfer), *Communication Skills, Elementary Schools, *English Instruction, Linguistics, Listening, *Listening Skills, Oral Communication, Oral English, *Oral Expression, Secondary Schools, Speaking, Speech, Speech Instruction, *Speech Skills, Verbal Communication

In the lead article of this issue, the editor of the "NATE Bulletin," Andrew Wilkinson, defines "oracy" as "the ability to use the oral skills of speaking and listening," and maintains that instruction in these skills must be incorporated into the curriculum—not as a subject but as an important "condition of learning." Following are five articles by educators and seven abridgements of speeches given at the 1965 conference of the National Association for the Teaching of English which deal with English as spoken in various situations; linguistic concepts concerning the various levels of speech; the number and caliber of English teachers in Britain; teaching oracy in primary schools, secondary schools, and colleges; and a syllabus for a course in speech and drama. Authors of speeches and articles are Reg Prentice, Muriel Crosby, Boris Ford, Charles Parker, Michael Halliday, Basil Bernstein, James Britton, Vincent Thompson, Yvonne Redman, John Dalton, Brian Stone, and A. A. Jones. (JS)

ED 023 664 TE 000 793
Clegg, A.B., Ed.
The Excitement of Writing.

Pub Date 65
Note-138p.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 22406, \$2.25).

Document Not Available from EDRS.

Descriptors-*Composition (Literary), Composition Skills (Literary), *Creative Writing, Descriptive Writing, Elementary Education, *English Instruction, Expository Writing, Secondary Education, Spelling Instruction, *Student Writing Models, Teaching Methods, Testing, Workbooks, Writing

This anthology of children's writing from two Infant, 10 Junior, two Modern, and two Grammar schools in the West Riding of Yorkshire focuses attention on the child's powers of expression rather than on his technical accomplishments. The work from each school is prefaced by a statement from the teacher describing the circumstances under which the writing was done. A distinction is made between "report" and "personal" writing, with most of the compositions of the latter kind. Included are an overview of recent changes in writing and spelling instruction in Junior schools, and examples of writing exercises designed to help students pass the external examination. A conclusion indicates that teachers in schools producing the most sensitive writing not only did not use books of exercises but in many cases considered their use harmful and,

also, that skills acquired in personal writing can later be applied to report writing. (JS)

ED 023 665 TE 000 845
May, Frank B.

Teaching Language as Communication to Children.

Pub Date 67
Note-227p.

Available from-Charles E. Merrill Books, Inc., 1300 Alum Creek Dr., Columbus, Ohio 43216 (\$2.95).

Document Not Available from EDRS.

Descriptors-Behavior, *Communication (Thought Transfer), Composition (Literary), *Creative Expression, Creative Thinking, Dialects, Elementary Education, *English Instruction, Grammar, Group Discussion, *Language, *Language Development, Language Usage, Oral Communication, Perception, Propaganda, Teaching Methods

This book combines background information on language and communication with methods for developing specific skills needed to cope with the daily communication problems. Comments on environmental effects on language development, on differences in dialects, on reasons for teaching grammar, and on types of grammar precede a discussion of the impact of language on behavior, i.e., of language as the primary medium of perception, of discussion, and of propaganda. A consideration of ways to stimulate creative expression includes criteria for high-quality verbal expression, children's composition (grades 3 and 6) rated as to the degree of creativity exhibited, a discussion of the process of creative thinking, ways to establish a "creative atmosphere" in the classroom, and the methods to encourage oral and written composition. Suggested teaching procedures and classroom exercises are found throughout the book. (JS)

ED 023 666 TE 000 848
Annotated Index to the English Journal, 1944-1963.

National Council of Teachers of English, Champaign, Ill.

Pub Date 64
Note-179p.

Available from-NCTE, 508 So. Sixth St., Champaign, Ill. 61820 (Paperbound, \$2.95, Stock No. 47808; Clothbound, \$4.50, Stock No. 47817).

Document Not Available from EDRS.

Descriptors-*Annotated Bibliographies, Composition (Literary), Curriculum Development, *English Instruction, *Indexes (Locators), Language, Literature, Mass Media, Reading, Remedial Instruction, *Secondary School Teachers, Speech, Teacher Education

Bibliographical information and annotations for the articles published in the "English Journal" between 1944-63 are organized under 306 general topical headings arranged alphabetically and crossreferenced. Both author and topic indexes to the annotations are provided. (SW)

ED 023 667 TE 000 849
Squire, James R. Applebee, Roger K.

High School English Instruction Today: The National Study of High School English Programs. Illinois Univ., Urbana.; National Council of Teachers of English, Champaign, Ill.

Pub Date 68
Note-311p.; Published by Appleton-Century-Crofts, New York.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 02856; \$6.50 nonmembers, \$5.50 members).

Document Not Available from EDRS.

Descriptors-Administrator Characteristics, Composition (Literary), Curriculum Development, English Curriculum, *English Instruction, *English Programs, Experimental Teaching, Language, Literature, *National Surveys, *Program Evaluation, Reading, *Secondary Schools, Speech, Teacher Qualifications, Teaching Conditions, Teaching Methods, Testing, Urban Schools

This book—based on Cooperative Research Project No. 1994 (see ED 010 163)—reports the results of a 5-year study which examined outstanding English programs in 158 primarily metropolitan high schools in 45 states, and identified aspects of these programs which might be emulated or improved. Questionnaires were

analyzed on data processing machines, interviews were subjected to content analysis, and specialists in English observed classroom procedures. Shared characteristics of these schools were found to be (1) effective and intelligent administrators, (2) well-prepared English teachers who are professionally interested in both the subject and the students, (3) adequate instructional materials, (4) reasonable teaching conditions, (5) locally-prepared curriculum guides, (6) a disturbing lack of sequence and structure in programs, especially composition and language, (7) an emphasis on literature, providing for close reading of individual texts supported by supplementary individual reading, (8) inadequate attention to reading, speech, and examinations, and (9) lack of radical education experimentation. Recommendations for improved English instruction are based on these findings. (JS)

ED 023 668

TE 000 868

Gordon, Edward J., Ed. Noyes, Edward S., Ed. *Essays on the Teaching of English: Reports of the Yale Conference on the Teaching of English.*

National Council of Teachers of English, Champaign, Ill. Pub Date 60

Note-356p.; Published by Appleton-Century-Crofts, Inc., New York (\$4.95).

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 02302; \$4.50 nonmembers; \$3.10 members).

Document Not Available from EDRS.

Descriptors-*Composition (Literary), Creative Writing, Drama, *English Instruction, Expository Writing, Grammar, Individual Reading, *Language, *Literature, Logical Thinking, Novels, Paragraph Composition, Poetry, Teaching Methods, Writing Skills

In this collection of 18 essays drawn from reports of the Yale Conferences on the Teaching of English, high school teachers present ways to handle problems relevant to all English classrooms. Essays on the teaching of language include a discussion of grammar, a definition and illustration of language study, and a consideration of the kinds of language teaching. Topics of essays on the teaching of writing are the content of student compositions, the syntax of English constructions, a composition course built on logical analysis, expository and creative writing, and the correction of paragraphs by both teacher and students. Essays on literature discuss individual reading and the teaching of drama, novels, and poetry. Literary works considered are "Julius Caesar," "Huckleberry Finn," "Great Expectations," and "The Rime of the Ancient Mariner." Bibliographies and suggestions for classroom exercises are appended to the essays. (SW)

ED 023 669

TE 000 869

The English Language Arts. NCTE Curriculum Series, Volume One.

National Council of Teachers of English, Champaign, Ill. Commission on the English Curriculum.

Pub Date 52

Note-501p.; Published by Appleton-Century-Crofts, Inc., New York.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 01900; \$6.00 nonmembers, \$5.25 members).

Document Not Available from EDRS.

Descriptors-*College Instruction, *Curriculum Development, *Curriculum Evaluation, *Curriculum Problems, Elementary Education, English Curriculum, English Instruction, *English Programs, Grammar, *Language Arts, Libraries, Linguistics, Listening, Literature, Mass Media, Preschool Programs, Reading, Secondary Education, Semantics, Speech, Writing

This book contains principles for the organization and development of curriculums in language arts. Following the establishment of the principle that language power is integral to a child's growth and must be developed in the social situation in which it is used, illustrative programs and problems faced by curriculum planners are discussed by level (preschool, elementary, secondary, and college) and by skill or subject matter (grammar, linguistics, speech, writing, listening, literature, reading, semantics, mass communications.) The importance of English in the total school program, the need to meet the challenge presented by individual differences among stu-

dents, and methods of evaluating instruction are also considered. (JS)

ED 023 670

TE 000 870

Language Arts for Today's Children. NCTE Curriculum Series, Volume Two.

National Council of Teachers of English, Champaign, Ill. Commission on the English Curriculum.

Pub Date 54

Note-431p.; Published by Appleton-Century-Crofts, Inc., New York.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 03506; \$6.00 nonmembers, \$5.25 members).

Document Not Available from EDRS.

Descriptors-Articulation (Program), Child Development, Classroom Participation, Composition (Literary), Composition Skills (Literary), Curriculum Evaluation, Curriculum Planning, *English Instruction, Language Ability, *Language Arts, *Language Development, Language Enrichment, Language Instruction, *Language Programs, Listening, Reading, School Community Cooperation, Speaking, Writing

This volume on elementary language programs is divided into four related parts. Part 1 discusses the sources of any effective language program: an understanding of the child's need for language, a knowledge of child development, and an awareness of the continuity essential to growth in language. Part 2 treats the main areas of the language program-listening, speaking, reading, and writing-and sets up desirable goals for each. Part 3 deals with the functional relationships among these areas and between the areas and classroom experience. Programs in oral and written communication are described for three age groups from kindergarten to junior high. Part 4 presents the basic considerations for establishing and evaluating a sound language arts program, and sets forth ideas on the relation of the language program to the general curriculum and on the cooperation between home and school in promoting language growth. (LH)

ED 023 671

TE 000 871

Stone, George Winchester, Jr., Ed.

Issues, Problems, and Approaches in the Teaching of English.

Modern Language Association of America, New York, N.Y.

Pub Date 61

Note-246p.; Published by Holt, Rinehart and Winston, Inc., New York.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 03301; \$4.50 nonmembers, \$4.00 members).

Document Not Available from EDRS.

Descriptors-*Composition (Literary), Composition Skills (Literary), English Curriculum, English Education, *English Instruction, English Programs, Language Development, *Language Instruction, Language Usage, Literary Analysis, *Literature, Literature Appreciation, Oral English, Program Development, Semantics, *Teacher Education

Essays and reports useful to English teachers are collected under four headings: (1) "Issues and Problems" contains a 1959 report on the basic issues of teaching English, the Report of the Language Committee of the School and College Conference on English (April 1940), and the Report of the Literature Committee of the School and College Conference on English (April 1942). (2) "Language and Writing" presents six essays by Charles Fries, John S. Kenyon, J. B. Greenough, and G. L. Kittredge on the fundamentals of teaching writing, and a 1945 report of the Modern Language Association (MLA) Commission on Trends in Education. (3) "Literature" contains an MLA report, "Literature in American Education," and essays by J. L. Lowes, Thomas De Quincey, and Erich Auerbach. (4) "A Program of Action" describes the English program designed by members of the Conference on Basic Issues in the Teaching of English (1959) to test hypotheses in literature, writing, and teacher preparation and to involve all members of the profession. (LH)

ED 023 672

TE 000 872

Hill, Richard F.

'Hobbit' Books Make Good Reading.

Pub Date Apr 68

Note-2p.

Journal Cit-Florida Council of Teachers of English Newsletter; v18 n3 p2-3 April 1968.

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors-*Electric Reading, Epics, *Fantasy, Fiction, Independent Reading, Linguistics, *Literature, Literature Appreciation, Novels, Reading Materials, *Secondary Education Identifiers-*J.R.R. Tolkien

J. R. R. Tolkien's "Hobbit" books intrigue students, perhaps because the fantasies lack "literary pretensions." "The Hobbit" and the "Lord of the Rings" trilogy, set in Middle Earth (a world peopled with Hobbits, Dwarves, and Elves), provide a history for the Elven language invented by the linguist Tolkien. In the story of the quest of the forces of good to destroy a power-giving ring which corrupts the one who wears it, students easily recognize the central theme-the corruptive tendency of power. Although the Romantic Quest is important, the trilogy is an epic in which the conflict between good and evil is clear and definite. Readers who discover deeper meanings as well as those who enjoy simple fantasy will find satisfaction in the stories and may, thus, be led to an interest in other books. (JS)

ED 023 673

TE 000 881

Gordon, Edward J., Ed.

Writing and Literature in the Secondary School.

Pub Date Aug 65

Note-295p.; Published by Holt, Rinehart and Winston, Inc., New York (\$4.95).

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 05407; \$4.75 nonmembers, \$4.25 members).

Document Not Available from EDRS.

Descriptors-American Literature, *Composition (Literary), Composition Skills (Literary), Creative Writing, Critical Reading, *English Instruction, Expository Writing, Fiction, Grading, Grammar, Literary Analysis, Literary Criticism, Literary History, *Literature, Literature Appreciation, Novels, *Poetry, Reading

The 18 essays in this volume originated as talks given at the Yale Conferences on the Teaching of English. The first nine discuss where and how to begin writing, the subject matter and organization of student compositions, the relation of writing to reading and grammar, methods used to mark papers, and the evaluation and function of both expository and creative writing. The remaining essays on literature deal with the teaching of poetry; the structure of the novel; the reading of Walt Whitman, Emily Dickinson, and "Romeo and Juliet"; three views of the human personality in "The Scarlet Letter," "Walden," and "The Red Badge of Courage"; and the thematic approach to literature through a comparison of three poems on a single theme. (LH)

ED 023 674

TE 000 884

Carlson, Ruth Kearney
Poetry for Today's Child.

Pub Date 68

Note-49p.

Available from-F. A. Owen Publishing Company, Dansville, New York 14437 (\$1.25).

Document Not Available from EDRS.

Descriptors-Creative Activities, *Creative Writing, Cultural Enrichment, Descriptive Writing, Elementary Education, *English Instruction, Figurative Language, Language Arts, Language Patterns, Language Rhythm, *Literature, *Literature Appreciation, *Poetry, Student Reaction, Symbols (Literary), Teaching Methods, Teaching Techniques, Vocabulary

Ways of introducing children to the pleasures and value of poetry are discussed in this publication. Following a brief survey of various kinds of poems and the needs satisfied by poetry, some of the vocabulary and technical elements of poetic design-meter, stanza, rhyme, figures of speech, and selected verse forms-are explained and illustrated. The largest section of the book includes 66 short poems for classroom use arranged under 11 headings (e.g., "Language Arts," "Togetherness," "Nature and Eternity"). Five levels of response to poetry are suggested as study objectives: enjoying rhythm, melody, and story; seeing personal experiences mirrored in poetry; experiencing unfamiliar worlds; understanding symbolism and hidden meanings; and responding with sensitivity to patterns and literary style. Also suggested are means of increasing children's responses to poetry through the imaginative use of colors, recordings of natural sounds, class field

trips, experiments with Haiku verse, and student tape recordings. (LH)

ED 023 675

TE 000 885

Carlsen, G. Robert
Books and the Teen-age Reader: A Guide for Teachers, Librarians and Parents.
Spans Agency-National Book Committee, Inc., New York, N.Y.

Pub Date Apr 67

Note-218p.

Available from-NCTE, 508 So. Sixth St., Champaign, Ill. 61820 (Paperback, \$0.60, Stock No. 42108; Hardcover, \$3.95, Stock No. 42117).

Document Not Available from EDRS.

Descriptors-Adolescents, American Literature, Biographies, Classical Literature, English Literature, Essays, *Literature Appreciation, Novels, Poetry, Psychological Needs, *Reading, Reading Development, Reading Improvement, *Reading Interests, *Reading Materials, *Teenagers, Twentieth Century Literature

Indicating the need for reading materials to be related to the teenager's problems and interests as well as consistent with the stages of reading development, this book suggests ways to provide good reading experiences for young people in an effort to help them enjoy reading. It calls for a rational approach to the adolescent's interest in salacious materials and subliterature, and provides methods to help him grow beyond these interests. The following types of reading material are discussed and a bibliography is given for each: (1) books related to the personal and social interests and needs of teenagers, (2) adolescent novels, (3) popular adult books, (4) significant modern literature, (5) classics from ancient, English, American, and world literature, (6) poetry, (7) biography, (8) nonfiction, and (9) reading appropriate for the college bound. Standard types of reference materials are also considered. (JS)

ED 023 676

TE 000 901

Resources for the Teaching of English, 1968-1969.
National Council of Teachers of English, Champaign, Ill.

Pub Date 68

Note-92p.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (free).

Document Not Available from EDRS.

Descriptors-Annotated Bibliographies, Audiovisual Aids, *Book Catalogs, Booklists, Composition (Literary), Curriculum Development, Elementary Education, English (Second Language), *English Education, *English Instruction, Language, Literature, *Resource Materials, Secondary Education, Teacher Education, Teaching Conditions, Teaching Guides, *Teaching Methods

This annual catalog of resources available from the National Council of Teachers of English (NCTE) lists and briefly annotates materials for teachers and students of English. These materials are divided into the following categories: publications, literary maps, filmstrips, recordings, and NCTE magazines. Publications include research reports and materials on such subjects as language, literature, composition, curriculum development, teaching conditions, media study, and teaching English to speakers of other languages; in addition to reading lists and publications from Great Britain. Prices and ordering information are provided. (JB)

ED 023 677

24

TE 000 927

Kohl, Herbert R. *Wirtschaft, Zeld, Dana*
Creation of a Teachers and Writers Center. Final Report.

Columbia Univ., New York, N.Y. Teachers College.

Spans Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0253

Pub Date Sep 68

Grant-OEG-1-7-070253-3002

Note-75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors-Creative Teaching, *Creative Writing, *Curriculum Development, *English Instruction, Experimental Programs, Experimental Teaching, Fables, Inservice Teacher Education, Lay Teachers, Pilot Projects, Poetry, *Resource Teachers, Self Expression, Student Writing Models, Teacher Seminars, Teaching Methods, Writing

Identifiers-*Teachers and Writers Collaborative

The Teachers and Writers Collaborative at Teachers College, Columbia University, was established in 1967 to involve teachers, children, and writers in the creation of an English curriculum stimulating to the students. Three interrelated programs were developed: (1) the presence of professional writers in the public school classrooms, (2) teacher-training seminars led by the writers, and (3) the development of relevant curriculum materials. In a related pilot project, college undergraduates developed a unit on contemporary poetry that they taught at a vocational high school in Baltimore. Findings of the Collaborative suggested that professional writers inspire students to write in ways that their teachers do not envision; that all children have an intense inner life and an awareness of sex, violence, power, and other strong emotions; and that many teachers are willing to change to less authoritarian teaching styles. (Samples of children's writing are included.) (JS)

ED 023 678

TE 000 937

Wade, Durlin E.

Class Size and Teacher Load in High School English. New York State English Council Monography No. 8.

New York State English Council, Syracuse.

Pub Date 64

Note-51p.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 17305, \$5.00).

Document Not Available from EDRS.

Descriptors-*Class Size, *English Instruction, *Noninstructional Responsibility, Parochial Schools, Private Schools, Public Schools, Scheduling, School Schedules, *Secondary School Teachers, Small Classes, Special Classes, Special Education, Student Grouping, Student Teacher Ratio, Teaching Conditions, *Teaching Load, Teaching Quality

To determine the class size and teaching load of secondary teachers of English in New York state, the Research Committee of the State English Council mailed 1,093 questionnaires to chairmen of English Departments in the state's registered public and private secondary schools. The 694 usable replies-representing 4,410 full-time English teachers-were analyzed and compared to the recommendation of the National Council of Teachers of English that English teachers be assigned four classes, each not more than 25 pupils. Results showed that class sizes in schools outside New York City averaged 27 for grade 7, 26 for grade 8, 25 for grade 9, 24 for grades 10 and 11, and 23 for grade 12. In New York City, grade 9 class size averaged 33; grades 10, 11, and 12 averaged 34. Class sizes in private and parochial schools in the New York City area averaged 22 in grades 7 and 8, 33 in grade 9, 34 in grade 10, and 32 in grades 11 and 12. It was also found that most schools outside New York City provided elective classes in grade 12. The majority of schools reported eight 45-49 minute periods per day with teachers responsible for five classes and the supervision of certain school activities. Special programs, in which classes were smaller, were provided for above- and below-average students. (JS)

ED 023 679

TE 000 938

Brett, Sue M., Ed.

Supervision of English, Grades K-12: A Resource Book for State and Local School Systems. Guidelines, Procedures, Models, Reports and Recommendations from the Conference of Supervisors of English (Washington, D.C., February 1964).

National Council of Teachers of English, Champaign, Ill.

Spans Agency-Office of Education (DHEW), Washington, D.C.

Pub Date [65]

Note-106p.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 04907, \$2.00).

Document Not Available from EDRS.

Descriptors-Administrative Personnel, College Supervisors, Elementary School Supervisors, English Instruction, *English Programs, High School Supervisors, *Inservice Teacher Education, Leadership Training, *School Supervision, State Supervisors, *Supervision, Supervisor Qualifications, Supervisory Activities, *Supervisory Methods, Supervisory Training, Teacher Supervision

This volume contains the recommendations for improving English supervision which were formulated at the USOE Conference of Supervisors of English. James R. Squire discusses the present state of supervisory procedures and inservice teacher education, and Helen F. Olson reports the findings of the 1962 National Council of Teachers of English Survey of English Supervisors. The recommendations prepared at the conference are then collected under six headings: (1) Placement of Responsibility for Supervising the English Program, (2) Professional Status, Duties, and Relationships of the English Supervisor, (3) Inservice Education of English Teachers, (4) Procedures for Improving Curriculum and Producing Curriculum Guides, (5) Procedures and Criteria for Selecting Teaching Materials, and (6) Establishment of a Favorable Teaching Environment. The problems of English supervision at the superintendents' level are discussed in papers by J. E. Miller and Robert S. Fleming. Reports on current programs of English supervision in Texas, Florida, Troup County (Georgia), Pittsburgh, and Portland (Oregon) are presented by Dorothy Davidson, Paul H. Jacobs, Bernice Freeman, Lois M. Grose, and Marian Zollinger respectively. Excerpts from the conference discussions are appended. (LH)

ED 023 680

TE 000 939

Squire, James R., Ed.

A Common Purpose: The Teaching of English in Great Britain, Canada, and the United States. A Report of the International Conference on the Teaching of English (Boston, Massachusetts, November 24-28, 1965).

Spans Agency-National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill.

Pub Date 66

Note-243p.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 01107, \$3.00).

Document Not Available from EDRS.

Descriptors-Composition (Literary), Composition Skills (Literary), Educational Research, Elementary Education, *English Instruction, *English Programs, Inservice Teacher Education, Language Instruction, Linguistics, Literature, Oral English, Secondary Education, Student Evaluation, *Student Testing, *Teacher Associations, *Teacher Education, Testing Programs

Identifiers-Canada, *Great Britain

The 35 papers presented at the 1965 International Conference on the Teaching of English, sponsored by the National Council of Teachers of English of the United States and the National Association for the Teaching of English of Great Britain, are collected in this volume. In the first section, the aims and purposes of teaching English in the United States and Great Britain are discussed, and methods for realizing common goals are suggested. The second and largest section of the volume contains papers on mutual problems in the teaching of language, literature, and composition. Approaches to teaching English in the elementary grades in the United States, Great Britain, and Canada are compared in section three. In the next section, the value and accuracy of literature examinations in Britain, the use of external examinations in U. S. public schools, and the impact of examinations on American independent schools are evaluated. Section five deals with higher education, teacher education, and research; and the last section surveys the growth and organization of associations of English teachers, as well as discussing their cooperation and coordination. Sixteen pages of selected references on the teaching of English in Anglo-American countries are appended. (LH)

ED 023 681

TE 000 941

Classroom Practices in Teaching English-1965-66: A Third Report of the NCTE Committee to Report Promising Practices in the Teaching of English.

National Council of Teachers of English, Champaign, Ill.

Pub Date 65

Note-84p.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 00803, \$1.00).

Document Not Available from EDRS.

Descriptors-Audiovisual Instruction, Classroom Techniques, *Composition (Literary), *Culturally Disadvantaged, *Curriculum Development, Dropout Prevention, Educationally Disadvantaged, *English Instruction, English Programs, Language Instruction, Linguistics, Student Evaluation, Tape Recordings, Teacher Administrator Relationship, Teaching Conditions, *Teaching Methods, Teaching Techniques, Vocabulary

The 13 articles in this report fall into four categories: programs for the culturally disadvantaged, teaching composition, curriculum revision, and detailed classroom practices. Mildred A. Dawson outlines compensatory programs used in Sacramento, California, to prevent drop-outs; Lois Grose concentrates on the pattern-practice method of teaching standard speech; and Agnes Snyder recounts two classroom practices that engaged the interest of disadvantaged elementary students. On composition, Carl A. Barth discusses the program being developed at the Northwestern Curriculum Study Center; James F. McCampbell and Bernard J. McCabe study the special composition problems of students needing remedial work or possessing limited academic ability; Fred Swinnerton illustrates the use of paintings for developing a theme topic; and Bruce Hawkinson comments on the value of "tape-grading" compositions. On curriculum revision, Richard Bosson and Eric Nicole describe how cooperation between teachers and the Board of Education can upgrade teaching; and Dorothy Davidson reports on the development of a course in linguistics for Texas high schools. In the final section, Gerorgette Hickman describes a method for teaching vocabulary in the junior high school; Rollin Aleshire presents an 11th-grade classroom unit on "John Brown's Body" and Elaine Atkinson outlines the use of newspapers in high school English programs. (LH)

ED 023 682

TE 000 943

Burton, Dwight L., Ed.

English Education Today: Selected Addresses Delivered at the NCTE Conference on English Education (Indiana University, March 28-30, 1963).

National Council of Teachers of English, Champaign, Ill.

Pub Date 63

Note-79p.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 18206, \$1.50).

Document Not Available from EDRS.

Descriptors-Composition (Literary), Curriculum Development, Educational Research, Educational Researchers, *English Curriculum, *English Education, English Instruction, Graduate Study, Language, *Liberal Arts, Literature, *Methods Courses, Methods Teachers, Professional Education, Research Methodology, Research Needs, Specialists, *Teacher Education

Thirteen addresses from the 1963 Conference on English Education deal with problems faced by educators responsible for preparing prospective teachers of English. A brief introduction in which Dwight L. Burton affirms that teacher education is a sound blend of liberal arts and professional education precedes Robert C. Pooley's discussion of "The Scholarly and Professional Role of the Specialist in the Teaching of English." Methods courses in the teaching of English are defended, defined, and evaluated by George H. Henry, David Stryker, and Agnes V. Boner respectively. Major concepts in educational research to be taught to prospective teachers are presented by David H. Russell; and the responsibility and problems of the English education specialist in conducting and supervising research are discussed in papers by Margaret Early and John A. Brownell. Graduate studies and 5th-year programs in English education are considered by Stanley B. Kessler and Richard A. Meade. Lennox Grey develops a case for and against the three-component English curriculum. The College Entrance Examination Board's 1962 Summer Institutes are evaluated by John C. Gerber, and the bulletin concludes with Dora V. Smith's "Comments and Reactions to the Conference." (SW)

ED 023 683

TE 000 944

Kessler, Stanley B., Ed.

The Changing Role of English Education: Selected Addresses Delivered at the Conference on English Education (2nd, University of Illinois, April 2-4, 1964).

National Council of Teachers of English, Champaign, Ill.

Pub Date 65

Note-93p.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 17207, \$1.50).

Document Not Available from EDRS.

Descriptors-Composition (Literary), Curriculum Development, *English Curriculum, *English Education, Inquiry Training, Language, Language Teachers, Literary Analysis, Literature, Professional Education, Secondary School Teachers, Student Teachers, Teacher Background, *Teacher Education, *Teacher Education Curriculum, Teacher Educators, *Teacher Improvement, Teacher Programs

The 11 addresses comprising this monograph indicate the proceedings of the Second Annual Conference on English Education. Included are Dwight L. Burton's definitions of English education as a scholarly discipline; Richard Corbin's discussion of the NCTE report "Research in Written Composition"; Dorothy Pettit's thesis that organic unity is the primary concept to be taught in literature; James M. McCrimmon's survey of language concepts to be taught to prospective English teachers; Morris Finder's idea that the prospective teacher must master methods of inquiry appropriate to literature, language, and composition; George H. Henry's discussion of the general and professional education of the English teacher; Donald K. Smith's call for a "sequence-of-knowledge" English curriculum for secondary schools; Alfred H. Grommon's report on volume V of the "NCTE Curriculum Series"; "The Education of Teachers of English"; James R. Squire's views of present programs and innovations in the education of English teachers; and reports on the Wisconsin and Florida English curriculum development projects. Summaries of group discussions are also provided. (JS)

ED 023 684

TE 000 945

Stafford, James L.

An Exploration into Team Teaching in English and the Humanities.

Spokane Agency-Southern California Teachers of English.

Pub Date 63

Note-24p.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 18402, \$0.50).

Document Not Available from EDRS.

Descriptors-Curriculum Evaluation, *Curriculum Planning, *English Instruction, Experimental Programs, Experimental Teaching, History, *Humanities Instruction, Independent Study, Language, Lecture, Literature, Scheduling, Secondary Education, Social Studies, Student Seminars, Teaching Methods, *Teaching Procedures, *Team Teaching

An experimental team-teaching program in 10th-grade English and social studies at El Rancho High School (Pico Rivera, California) is described in this publication. Included are (1) a report of the summer planning sessions held voluntarily by interested teachers; (2) topics of lectures, delivered to students, on literature, language, history, and culture; (3) examples of special events (guest lectures, teacher panels, dramatic presentations, and recordings); and (4) appraisals of the student seminars, independent study programs, and the team teaching itself. Appendices contain examples of both student and teacher schedules for the program. (JS)

ED 023 685

TE 000 946

Stryker, David, Ed.

New Trends in English Education: Selected Addresses Delivered at the Conference on English Education (4th, Carnegie Institute of Technology, March 31, April 1, 2, 1966).

National Council of Teachers of English, Champaign, Ill.

Pub Date 66

Note-90p.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 19802, \$1.75).

Document Not Available from EDRS.

Descriptors-Composition (Literary), Culturally Disadvantaged, Dialect Studies, *Educational Trends, English Curriculum, *English Education, *English Instruction, Gifted, Inservice Teacher Education, Language, Literature, Literature Appreciation, Oral English, Reading Programs, *Teacher Education, *Teaching Methods

Special concerns in English education are explored in 11 papers from the 1966 Conference on English Education. Following an introduction by David Stryker, Lindley Stiles discusses important overall trends in teacher education. James Squire points out existing weaknesses in the preparation of English teachers and calls for specific curriculum reforms in these areas. Robert Slack describes a successfully tested program for academically talented high school students. Garda Bowman, Lawana Trout, and William LaPlante offer specific program and teaching suggestions to assist teachers who work with disadvantaged students of all ages, and Raven McDavid, Jr. briefly analyzes the variant American English dialects. Jerry Walker describes the paucity of student teachers' knowledge of library resources and services. Doris Young Kuhn reports efforts to develop a written test for measuring children's responses to literature. John Portz describes his experiences with an NDEA Institute which focused on written composition. Arlin Turner stresses the permanent qualities of literature, which can be either enhanced or annihilated by explication. (JB)

ED 023 686

TE 000 948

Stryker, David, Ed.

Educating the Teacher of English: Selected Addresses Delivered at the Conference on English Education (3rd, University of Kentucky, March 18-20, 1965).

National Council of Teachers of English, Champaign, Ill.

Pub Date 65

Note-62p.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 17804, \$1.50).

Document Not Available from EDRS.

Descriptors-Composition (Literary), Culturally Disadvantaged, *Educational Research, Elementary School Teachers, *English Instruction, Inservice Teacher Education, Linguistics, Rhetoric, Secondary School Teachers, Teacher Attitudes, Teacher Certification, *Teacher Education, Teacher Education Curriculum, *Teacher Improvement, *Teacher Programs, Teaching Quality, Teaching Skills

The 10 addresses in this volume on teacher education illustrate the conference theme of combining the old with the new. Henry C. Meckel surveys what is good in the current preparation of English teachers, and Carl A. Lefevre and Father Daniel Fogarty discuss, respectively, the contributions of linguistic studies and of current thinking about rhetoric and composition to teacher education programs. The implications of the Conant studies for the teaching of English are presented by Jeremiah S. Finch, William F. Hoth surveys new educational tools relevant to the teaching of English, and William H. Evans outlines the organization, scope, and direction of the Illinois Statewide Curriculum Study Center in the Preparation of Secondary School English Teachers (ISCPET). Needed reforms in the preparation of elementary and secondary school language arts teachers are described by Ruth G. Strickland and Sister M. Philippa Coogan. Robert E. Lewis presents the problems of teaching English to the culturally disadvantaged, and Don Davies concludes with a discussion of national trends in teacher education. (LH)

ED 023 687

TE 000 949

Ideas for Teaching English, Grades 7-9-9: Successful Practices in the Junior High School.

National Council of Teachers of English, Champaign, Ill.

Pub Date 66

Note-422p.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 03105, \$4.95).

Document Not Available from EDRS.

Descriptors-*Composition (Literary), Composition Skills (Literary), Dictionaries, *English Instruction, Grammar, Junior High Schools, Language Instruction, Linguistics, Listening,

*Literature, Mass Media, *Reading, Reading Development, Remedial Reading, Secondary Education, Spelling, *Teaching Techniques, Vocabulary Development, Vocabulary Skills

These suggested teaching practices for the junior high school are in the form of reprinted journal articles and special reports from classroom teachers. Ideas for teaching composition deal specifically with descriptive, narrative, and creative writing; helping students develop their imaginations; assigning topics for compositions; and evaluating student writing. In reading and literature, teaching practices are suggested for improving reading and literary skills; using the junior novel in the classroom; reaching both the gifted and the less gifted; building vocabularies; and reading poetry, newspapers, biographies, myths, and certain specific works. Additional articles contain suggestions for teaching language and grammar, spelling, listening, speaking, critical thinking, handwriting, the dictionary, and the mass media. A 10-page bibliography on junior high school materials completes the volume. (JS)

ED 023 688

TE 000 952

Tate, Gary, Ed.

Reflections on High School English: NDEA Institute Lectures 1965.

Tulsa Univ., Okla.

Pub Date 66

Note-255p.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 04408, \$1.75).

Document Not Available from EDRS.

Descriptors-College Curriculum, *Composition (Literary), Cultural Awareness, Cultural Background, English Curriculum, *English Instruction, *Language, Language Development, Language Research, Language Usage, *Literature, Mass Media, Poetry, Prose, *Secondary Education, Teaching Methods, Testing

Lectures presented at the 1965 National Defense Education Act Institutes for Advanced Study in English are presented in this book. Selected for their interest to both experienced and prospective English teachers, the lectures are grouped into four categories. (1) Of general interest to the English teacher are John Gerrietti's portrait of the English teacher, Erwin R. Steinberg's description of trends in English curriculums, John Senior's comments on the American's ignorance of western culture, and Irving Decker's call for study of the mass media. (2) Seven lectures on composition, delivered by Stephen Dunning, Arnold Lazarus, Wallace W. Douglas, Monroe C. Beardsley, Edward P. J. Corbett, Webb Salmon, and David P. Harris, cover teaching methods, editing, prose styles, selection of topics for compositions, and the testing of writing ability. (3) Subjects of four lectures on language are changes in usage (Margaret M. Bryant), ideas emerging from recent language research (Charlton Laird), dimensions of usage (David DeCamp), and inductive teaching methods (Mary Key). (4) Four lectures in literature dealing with the use of the literature of various English-speaking countries, approaches to a poem, duplication of literary works in high school and college, and testing in poetry study were prepared by Joseph Jones, John C. Gerber, Arnold L. Goldsmith, and Arthur R. Borden, Jr. (JS)

ED 023 689

TE 000 967

Summerfield, Geoffrey

Topics in English for the Secondary School.

Pub Date 65

Note-119p.; Published by B. T. Batsford Ltd., London.

Available from-National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 05158, \$2.25).

Document Not Available from EDRS.

Descriptors-Adolescents, Assignments, *Composition (Literary), Creative Writing, *English Instruction, Instructional Materials, Interpretive Reading, Language, Language Enrichment, Library Skills, *Literature, Oral Reading, Poetry, *Secondary Education, Speaking Activities, Teaching Guides, *Teaching Methods

Written primarily for the secondary school English teacher, this book suggests specific projects to extend the range and variety of the English curriculum and to develop the students' language skills and imaginations. Part I contains discussions of the nature and purposes of English lessons, the

place of literature in education, methods for teaching poetry and exploring language, the importance of oral reading in the English classroom, and the techniques involved in organizing and completing an English project. Part II examines over 30 possible topics for projects in reading, discussion, and composition-e.g., outsiders, Christmas, lighthouses, miners, pestilence and famine, and predators. With each topic, guidelines are suggested for subject range, supplementary and oral reading, writing assignments, oral reports, language experiences, and ancillary activities. (JB)

ED 023 690

24

TE 499 971

West, Edith And Others

Preparation and Evaluation of Social Studies Curriculum Guides and Materials for Grades K to 14. Final Report.

Minnesota Univ., Minneapolis.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No-HS-045

Bureau No-BR-5-0659

Pub Date Aug 68

Contract-OEC-3-10-106

Note-459p.

EDRS Price MF-\$1.75 HC-\$23.05

Descriptors-Behavioral Sciences, *Curriculum Development, *Curriculum Evaluation, *Curriculum Planning, Economics, Elementary Education, Geography, History, Inquiry Training, Inservice Programs, Instructional Materials, Non Western Civilization, Political Science, Primary Education, Secondary Education, Social Sciences, *Social Studies, Social Studies Units, Sociology

The Minnesota Social Studies Curriculum Center has developed a social studies curriculum for grades K-12. Recommendations for grades 13-14 have not been made yet. The curricular framework provides continuity and sequence for those key concepts, generalizations, skills, and attitudinal behaviors identified as goals for the program. The curriculum provides increased emphasis upon the non-western world, behavioral sciences, structure in disciplines, the study of value conflicts, teaching pupils inquiry methods, and inquiry teaching-strategies. The program is designed for pupils of different ability levels. The Center has prepared resource units and a general guide at each grade level and has written some pupil materials to supplement those available commercially. Courses and units have been field-tested and revised in the light of teacher feedback. The Center has experimented with an inservice training program which employs teachers who have taught the new courses to train other teachers. Questionnaire studies have been used to obtain reactions of teachers to materials and to inservice programs. Two careful evaluation studies have been conducted: one of the seventh-grade sociology course and one of the primary-grade materials. (Author/SW)

ED 023 691

TE 499 972

Teaching About Minorities in Classroom Situations: Resource Bulletin for Teachers in the Secondary Schools. Curriculum Bulletin, 1967-68 Series, No. 23.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 68

Note-122p.

Available from-Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, N. Y. 11201 (HC \$2.00).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors-*American Culture, Chinese Americans, Cultural Awareness, *Cultural Background, Cultural Differences, Cultural Education, Cultural Interrelationships, Cultural Pluralism, Cultural Traits, Ethnic Groups, Italian Americans, Jews, *Minority Groups, Negro Culture, Racial Integration, Secondary Education, *Social Studies, Subculture, *Teaching Guides

This teaching guide for the study of minority groups in America is intended to help the secondary school student (1) improve his self-image through an appreciation of his heritage, (2) recognize the contributions of the diverse groups that make up American society, (3) realize that interdependence is a part of American life, and (4) develop skills in interpersonal relationships.

Typical problems arising in newly integrated schools and appropriate reactions to these problems are outlined. Background information on the culture, history, and aspirations of nine American minority groups is provided, in addition to brief guidelines for lessons on the building of America; on the causes of riots; and on developing definitions of an American, a neighborhood, and a democracy. Activities and lists of materials-including books, articles, films, filmstrips, recordings, and pictures-are suggested. (JS)

ED 023 692

24

TE 499 973

Beyer, Barry K., Ed.

Africa South of the Sahara: A Resource Guide for Secondary School Teachers. Interim Report.

Carnegie-Mellon Univ., Pittsburgh, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0724

Pub Date 68

Contract-OEC-3-7-070724-2970

Note-217p.

EDRS Price MF-\$1.00 HC-\$10.95

Descriptors-*African Culture, Annotated Bibliographies, Audiovisual Aids, Biographies, *Curriculum Development, History, *Instructional Materials, *Secondary Education, *Social Studies, Student Attitudes, Teaching Guides

Identifiers-*Africa, Project Africa

Information to help educators develop a program of study about Africa south of the Sahara is presented in this guide for use with secondary school students. Appropriate objectives for a study of this region and its people are stated: the acquisition of sufficient information to make contemporary Africa intelligible, the formulation of concepts useful in organizing future information about the people and the countries, and the development of the intellectual skills of inquiry and generalization. Included are guidelines for instruction; a survey of the literature on teaching about the region; a summary of the attitudes toward Africa held by American secondary school students; an extensive annotated bibliography listing materials and audiovisual aids on curriculum development, teaching improvement, Africa south of the Sahara, West Africa, East Africa, Central Africa, Southern Africa, and specific countries; and a bibliography of recommended basic instructional materials on the region. (See also TE 499 975.) (JS)

ED 023 693

24

TE 499 975

Beyer, Barry K. Hicks, E. Perry

Images of Africa: A Report on What American Secondary School Students Know and Believe about Africa South of the Sahara.

Carnegie-Mellon Univ., Pittsburgh, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0724

Pub Date 68

Contract-OEC-3-7-070724-2970

Note-40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors-*African Culture, Area Studies, Developing Nations, *Geographic Regions, *Geography Instruction, Instructional Materials, Negro Culture, Negro History, Non Western Civilization, Program Evaluation, *Social Studies, *Student Evaluation, Student Testing, World Affairs, World Geography, World History

Identifiers-*Africa, Project Africa

"Project Africa" surveyed selected seventh- and 12th-grade students in 24 states to determine (1) the specific nature of their images of Africa south of the Sahara, both before and after a formal study of this region, and (2) the types and accuracy of the students' knowledge about the region and its peoples. In one survey, students were asked to match stimulus words with regions of the world. In a second survey, a multiple choice test consisting of questions exclusively on Africa was used. The results of these surveys indicated that students have a stereotyped and inaccurate image of the region and that their basic knowledge about it is minimal. The conclusion is that, because students leaving secondary school should have a basic understanding of Africa, the region south of the Sahara must receive more adequate treatment, in both quantity and quality, than it presently does receive. (See also TE 499 973.) (LH)

ED 023 694 TE 499 977
Social Studies, Grade 7, American History: Historical Development of the United States. Course of Study and Related Learning Activities. Curriculum Bulletin, 1967-68 Series, No. 2e.

New York City Board of Education, Brooklyn, N.Y.
 Pub Date 67
 Note-144p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York, 11201 (\$4.00).

Document Not Available from EDRS.

Descriptors—American History, Colonial History (United States), Current Events, *Curriculum Guides, Economics, Ethnology, Geography, *Grade 7, History, Locational Skills (Social Studies), Political Science, Social Sciences, *Social Studies, *United States History, World Affairs

Objectives, content, and scope of instruction for teaching social studies in the seventh grade are defined in this curriculum guide for New York City public schools. Learning activities, which reflect a variety of teaching techniques, are developed under five themes: (1) "Why People Moved to the New World," (2) "How Permanent Settlements were Formed in the New World," (3) "How the Thirteen Colonies Became One Nation," (4) "How America Grew in a Changing Political Climate," and (5) "How American Democracy Changed in Response to the Needs of the Twentieth Century." Basic understandings and concepts to be developed are outlined for each theme. Case studies correlated with the learning activities are suggested to enable the child to apply resources and materials drawn from his social science experiences. Specific lesson suggestions, sample reading materials, and student bibliographies are included. (SW)

ED 023 695 TE 500 026

Coffee, Nathaniel M.
An Experiment in Teaching Freshman English at Louisiana State University.

Pub Date Nov 57
 Note-4p.; Speech given before the Association of Land Grant Colleges, Denver, Colorado, November 1957.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—College Freshmen, College Students, Composition (Literary), English, *English Instruction, English Programs, *Experimental Programs, *Higher Education, Program Descriptions, *Teacher Shortage, *Teaching Assistants

Identifiers—Louisiana State University, New Orleans

In order to meet the problems of expanding enrollments and teacher shortage without increasing the size of English classes, Louisiana State University conducted an experiment in 1957 to determine the feasibility of using senior English majors as teaching assistants for Freshman English courses. Instead of two classes meeting three times a week, the regular instructor has three classes meeting two times a week. The undergraduate assistant supervises the third meeting in which several classes are combined and the students usually complete a writing assignment. The duties of the assistant consist of helping to mark papers, conferring with students about their errors, and relieving the regular instructor of many clerical chores. Tentative results indicate that the quality of instruction has not suffered and that a large saving in money and classroom space is possible. (BN)

ED 023 696 TE 500 076

Estrin, Herman A.
A Successful Research Paper for College Freshmen.

National Council of Teachers of English, Champaign, Ill.
 Pub Date Dec 67

Note-5p.
 Journal Cit—College Composition and Communication; v18 n5 p261-65 Dec 1967

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Annotated Bibliographies, *College Freshmen, *Composition Skills (Literary), *English Instruction, *Motivation Techniques, Research Skills, Student Interests, Student Motivation, Teenagers, Undergraduate Study, Writing Skills

The first part of the article briefly discusses the means of motivating teenage students to write a successful research paper. Suggestions focus on encouraging students to choose topics dealing with the adolescent social and psychological problems which vitally concern them. The major portion of the article consists of "An Annotated Bibliography of Adolescent Psychology" and "An Annotated Bibliography of Popular Literature on Adolescence," both of which are offered as a means of "whetting student appetites" for research. (BN)

ED 023 697 TE 500 091

Rousseau, G.S.
What's Wrong with Our Teaching of English?

Pub Date 27 Apr 68
 Note-5p.
 Journal Cit—Harvard Alumni Bulletin; v70 n13 p18-23 Apr 27 1968

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Educational Trends, English, *English Instruction, *Higher Education, *Literature, *Student Attitudes, Student Motivation, Student Needs, Student Teacher Relationship, *Teacher Attitudes, Undergraduate Study

The teacher's and the student's plight with literature as it is being taught in colleges and universities today is discussed. Neither answers nor solutions are suggested. Instead problems that stem from the following situations are examined: (1) the heterogeneous population of undergraduate English classes, (2) the lack of a clear definition of what English is, (3) the student's lack of interest in the literature and life of past ages, and (4) the student's concern with communication and insistence that literature relate to his present life and needs. (BN)

ED 023 698 TE 500 145

Workshop Reports of the Annual Conference [On College Composition and Communication] (Denver, March 24-26, 1966).

National Council of Teachers of English, Champaign, Ill.
 Pub Date Oct 66

Note-26p.
 Journal Cit—College Composition and Communication; v17 n3 p175-200 Oct 1966

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Administrative Problems, Advanced Placement, College Freshmen, *Composition (Literary), Composition Skills (Literary), *Course Objectives, Course Organization, Curriculum Enrichment, English, English (Second Language), *English Instruction, English Programs, *Higher Education, Literature, Student Needs, Teacher Education, *Teacher Workshops, Teaching Machines, Writing

Workshop reports of 35 committees meeting at the Conference on College Composition and Communication are included. Nine reports discuss types of composition courses or programs which emphasize either rhetoric, literature, language, or communication. Five reports discuss the needs of and programs established for special students—superior, culturally disadvantaged, and adult students, as well as students needing remedial help. Other reports examine (1) advanced composition for prospective college, secondary, and elementary teachers, (2) types of papers assigned in composition courses, (3) teaching machines, (4) teaching composition to large numbers, (5) advanced placement programs, (6) areas and problems in administering freshman programs, (7) linguistics and the teaching of composition, (8) English teacher preparation, (9) maintaining proficiency in writing after the freshman course, and (10) teaching English as a second language. (BN)

ED 023 699 TE 500 159

Jumper, Will C.
Literature as a Source for Themes.

Iowa Council of Teachers of English.
 Spons Agency—Iowa State Univ., Ames, Iowa.
 Note-3p.

Journal Cit—Iowa English Yearbook; n11 p29-31 Fall 1966

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—College Programs, *Composition (Literary), English, *English Instruction, *Literature, Secondary Schools, Teaching Procedures, *Teaching Techniques, Writing, *Writing Exercises

The importance of formulating a good theme topic is discussed, and a brief definition of a suc-

cessful topic is provided. The major portion of the article consists of suggestions on how to use literature as a source for 11 different types of themes. These suggestions may be adapted to any age level. (BN)

ED 023 700 TE 500 201

Beringe, Arthur
The Ph.D. and the Profession.

Association of Departments of English, New York, N.Y.

Note-2p.

Journal Cit—ADE Bulletin; n18 p13-14 Sep 1968

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—Book Reviews, College Teachers, Degree Requirements, Degrees (Titles), *Doctoral Degrees, Doctoral Programs, *English, English Programs, *Graduate Study, Higher Education, *Program Improvement
Identifiers—The Ph.D. in English and American Literature

The present status of the Ph.D. in English is briefly discussed. Don Cameron Allen's "The Ph.D. in English and American Literature" is praised as a much-needed study which can help the English profession revitalize graduate programs. Several of Allen's conclusions are briefly summarized. (BN)

ED 023 701 TE 500 204

Hammerness, Madeline
A Survey of the English Curriculum in the Minnesota State Junior Colleges.

Pub Date Mar 68
 Note-58p.

EDRS Price MF-\$0.50 HC-\$3.00

Descriptors—Composition (Literary), Course Descriptions, *Curriculum Evaluation, Educational Objectives, *English Curriculum, *English Instruction, English Programs, Instructional Improvement, Instructional Materials, *Junior Colleges, Remedial Courses, Student Evaluation, Student Needs, *Surveys, Teacher Improvement, Teaching Methods, Terminal Students, Textbooks, Transfer Students
Identifiers—Minnesota

A survey of 11 of Minnesota's 16 state junior colleges begins with a discussion of the present situation and problems of junior college English and of the growth and function of the junior college. The major portion of the document presents the results of the survey based on a questionnaire which covered the following areas: (1) abilities and educational goals of the students, (2) titles and descriptions of courses offered in the English departments, (3) remedial courses, (4) levels of instruction, (5) class size, (6) content of freshman composition courses, (7) types of textbooks used, (8) supplementary materials used, (9) methods of instruction, (10) syllabi, and (11) follow-up evaluation of the student's communication skills. Recommendations and conclusions suggested by the study are discussed. Appendixes include a list of participating colleges and the questionnaire mailed to English department chairmen. (BN)

ED 023 702 TE 500 213

Heilman, Robert B.
The Ghost on the Ramparts.

Association of Departments of English, New York, N.Y.

Pub Date Oct 68
 Note-10p.; Paper presented at the ADE Seminar at the University of Chicago, June 1968.

Journal Cit—ADE Bulletin; n19 p3-12 Oct 1968

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Administrative Change, *Administrative Personnel, Administrative Problems, *Administrator Characteristics, Administrator Responsibility, *Administrator Role, *English, Faculty Recruitment, *Higher Education, Leadership Responsibility

In this keynote address to the Association of Departments of English, the speaker likens himself to "the wraith of Hamlet" and, as an "old-time" chairman, offers his advice and general impressions on the role of the English department chairman. Emphasis is given to the importance of the attitude which the chairman has toward himself, the administration, and the faculty. In his attitude toward the direction his department should take, the chairman is advised to be cautious of misguided cries for relevance and of some recent trends in the teaching of literature. About one third of the document consists of advice on how to handle various administrative procedures. (BN)

ED 023 703

TE 500 227

Harsh, Wayne

The Use of Linguistics in the Teaching of Literature.

Pub Date 67

Note-10p.; Paper read at the Annual Meeting of the National Council of Teachers of English, Hawaii, 1967.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors-*Applied Linguistics, Dialects, *English, Linguistics, *Literary Analysis, Literature, *Literature Appreciation, Phonology, Poetry, Structural Grammar, *Teaching Methods, Transformation Generative Grammar, Written Language

An introduction briefly reviews attitudes that critics have revealed toward the tools which linguistic study has provided for literary analysis. Then two of these linguistic tools—the analysis and description of sound and the awareness of the ways in which meaning is expressed by structure—are discussed and illustrated. "Fringe benefits" of linguistic study, such as recognition of the varieties of spoken and written language and an admission of the inevitability of language change are also viewed as aids to literary analysis and appreciation. (BN)

ED 023 704

TE 500 235

Neidinger, Susan Mason, James H.

Bibliography: The Teaching of English in College, 1954-February, 1968.

Pub Date 68

Note-61p.

Available from-National Council of Teachers of English, 508 S Sixth St., Champaign, Ill. 61820 (\$7.55 prepaid).

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors-American English, *Bibliographies, *Composition (Literary), Dictionaries, Educational Research, English, English (Second Language), English Curriculum, *English Instruction, Etymology, Grammar, *Higher Education, Linguistics, Literature, Semantics, *Teaching

A bibliography of almost 1,100 items on the college teaching of English is arranged according to the following categories: (1) General, (2) Curriculum, (3) Composition, (4) Rhetoric, (5) Literature, (6) Composition and Literature, (7) Linguistics and Composition, (8) Grammar, (9) Linguistics, and (10) English Language which is subdivided into General, English in the U.S.A., English as a Second Language, Dictionaries, Etymology, and Semantics. The composition and English language categories each contain a fourth of the total items listed. Some books are included, but for the most part the bibliography contains pedagogical articles published in journals which are likely to be available in most well-stocked college or university libraries. (BN)

ED 023 705

TE 500 238

Shugrue, Michael F.

The Role of the Junior College Instructor in the Development of Relevant Graduate Programs in English.

Pub Date 19 Oct 68

Note-7p.; Address to the Florida College English Association, Fort Myers, Florida, October 19, 1968.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors-Academic Enrichment, Administrative Personnel, Administrator Role, Articulation (Program), *College Teachers, Degrees (Titles), Educational Trends, *English Instruction, *Higher Education, Inservice Programs, *Junior Colleges, *Program Improvement, Teacher Education

Identifiers-MLA, Modern Language Association

Introductory remarks discuss the commitments which the Modern Language Association (MLA) has made toward improving the teaching of English and indicate the Association's willingness to bring the junior college teacher and four-year college teacher into a continuing, mutually instructive dialogue which will produce improved college English teaching at all levels. Statistics are quoted indicating the seriousness of the state of English in higher education. The major portion of the speech identifies and discusses five important areas which the emergence of the junior college forces the MLA to examine: (1) the development of new and modified degree programs, (2) the establishment of "solid, useful, intellectually challenging" in-service programs on the junior college campuses, (3) the thoughtful consideration of the use of students and non-academics as assistants

and para-professionals in the junior college, (4) the development of the junior college chairman as the cornerstone of any effective English program, and (5) a careful re-examination of what is taught in any college classroom and how it is taught. (BN)

ED 023 706

UD 000 478

The School-Community Coordinating Team.

Progress Report, September 1960-June 1964.

Philadelphia Public Schools, Pa.

Pub Date Nov 65

Note-104p.

EDRS Price MF-\$0.50 HC-\$5.30

Descriptors-*Achievement Gains, Ancillary Services, Arithmetic, Changing Attitudes, *Compensatory Education Programs, *Disadvantaged Youth, Extended School Day, Homogeneous Grouping, Language Arts, Parent Attitudes, Reading Achievement, *Resource Staff Role, Retraining, *School Community Programs, School Personnel, Standardized Tests, Urban Schools

Identifiers-*Great Cities School Improvement Program, Pennsylvania, Philadelphia

This report describes a compensatory education program in six elementary schools and one junior high school in a racially mixed area of Philadelphia. Current and additional personnel were used, and existing class size and physical plant were maintained. The program provided a community coordinator in each school to work with parents, a bilingual coordinator for the Spanish-speaking community, and language arts and arithmetic consultants and master teachers at each site. As part of its activities, it initiated homogeneous groupings, extended school time, and teacher retraining. The report presents standardized test data indicating that academic achievement was stimulated, retardation reduced, and behavior and attitudes improved. An appendix contains an outline of the procedure used to arrive at a standard-score rating and samples of inventories, questionnaires, and interviewing guides. (NH)

ED 023 707

UD 001 118

Education in Disadvantaged Urban Areas; an In-

Service Course, January-March 1964.

Boston Public Schools, Mass.

Report No-BPS-Sch-Doc-7

Pub Date 15 Aug 64

Note-93p.

EDRS Price MF-\$0.50 HC-\$4.75

Descriptors-Academic Achievement, Compensatory Education Programs, Culture Conflict, Curriculum Development, *Disadvantaged Youth, Emotional Problems, Language Skills, Negro History, *Negro Students, Psychological Patterns, Self Concept, Social Relations, Subculture, Test Reliability, *Urban Education, Urbanization

Identifiers-Boston, Massachusetts

This pamphlet contains the lectures delivered during an inservice course for staff in the Boston public schools to acquaint them with the characteristics of their Negro students. The contents include: Rev. Edward L. Murphy, S.J., "The Urbanization of America"; Catherine M. Maney, "Preventive and Remedial Programs for the Disadvantaged Child"; Robert A. Feldmesser, "The Street and the School in Disadvantaged Areas"; Jack R. Childress, "The Neighborhood School: Pros and Cons"; Melvin Howards, "The Language Skills in Disadvantaged Areas"; Herbert E. Tucker, Jr., "Negro History and the Negro Future"; Roger T. Lennon, "Testing the Culturally Disadvantaged Pupil"; A. Harry Passow, "Education in Depressed Areas"; and Erich Lindemann, M.D., "Some Psychological Aspects of Subcultures in Disadvantaged Areas." (NH)

ED 023 708

UD 001 640

Carmack, William R. Freedman, Theodore

Dallas, Texas, Factors Affecting School Desegregation. Field Reports on Desegregation in the South, FR7.

B'nai B'rith, New York, N.Y. Anti-Defamation League.

Pub Date 62

Note-30p.

Available from-Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., N.Y. (\$.50)

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors-Biracial Committees, Board of Education Role, Caucasians, Changing Attitudes, Citizens Councils, *Community Cooperation, Community Leaders, Integration Litigation,

*Integration Methods, Negroes, Police Action, Press Opinion, Public Opinion, *School Integration

Identifiers-Dallas, NAACP, Texas

This report of a field study describes the step-by-step events and strategies to desegregate the public schools in Dallas, Texas, in September 1961. The legal background, the preparation and campaign for public approval, the desegregation plan in operation, and the response of the press are all discussed. To a degree there was resentment on the part of Negroes that they did not participate in planning the desegregation, and annoyance at the complicated regulations which discouraged so many of them. (NH)

ED 023 709

UD 001 787

School Racial Policy.

American Association of School Administrators,

Washington, D.C.

Pub Date 66

Note-42p.

Available from-American Association of School Administrators, 1201 16th St., N.W., Washington, D.C. (\$2.00).

EDRS Price MF-\$0.25 HC Not Available from

EDRS.

Descriptors-Board of Education Policy, Bus Transportation, Compensatory Education Programs, Curriculum, Development, Educational Complexes, Educational Finance, Equal Education, Grade Organization, Guidelines, *Integration Methods, Open Enrollment, Personnel Policy, Public Schools, Racial Balance, School Community Relationship, School Districts, *School Integration, School Organization, *School Responsibility, Zoning

A group of school administrators was appointed in 1963 to develop principles and guidelines for effective achievement of school integration. This document focuses on identifying problems of school desegregation, noting the methods being used, and indicating the necessary preconditions within public education for meeting the challenge. Contained are chapters on problems of organization and support for education, various integration methods and compensatory programs, and the steps that every school district can undertake. It is noted that a national commitment to equal opportunity must involve all the other governmental bodies and civic and welfare organizations in addition to school systems. (NH)

ED 023 710

UD 001 807

Meyer, Gladys

Parent Action in School Integration: A New York

Experience.

United Parents Association of New York City,

Inc., N.Y.

Pub Date 61

Note-45p.

Available from-United Parents Associations of New York City, Inc., 44 W. 28th St., New York 1, N.Y.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors-Caucasians, *Community Attitudes, Community Cooperation, Community Role, Free Choice Transfer Programs, Intergroup Relations, Leadership, Minority Groups, Open Enrollment, Parental Grievances, *Parent Role, School Community Cooperation, *School Integration, School Role

Identifiers-New York City, United Parents Association, UPA

This 1961 report describes the experiences of the United Parents Association (UPA) in two New York City communities facing school integration. In one case involving the voluntary busing of Negro children from an overcrowded school to an underutilized white school, the entire transfer occurred without incident because of the careful planning and able leadership of the presidents of the parents associations in both schools. In another situation in which the UPA was not initially involved, there was an extremely negative reaction. A UPA consultant subsequently played an ameliorative role. The report also discusses principles and techniques for improving group relations, and stresses the need for advance preparation for school integration. It is also felt that initiative from independent interracial parents associations and the help of leadership by a consultant from outside the involved communities are desirable means of achieving school integration. (NH)

ED 023 711

UD 001 823

Goodman, Paul

The Universal Trap.

Pub Date 66

Note-9p.; Article published in *Urban School Crisis*, by League for Industrial Democracy/United Federation of Teachers, AFL-CIO, New York, 1966.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors-Democratic Values, Dropouts, Economically Disadvantaged, Educational Change, Educational Objectives, Educational Philosophy, Educational Problems, Educational Quality, Educational Responsibility, *Power Structure, *Public Education, School Industry Relationship, *School Role, *Social Values, *Universal Education

The compulsory system of education is criticized on the grounds that it has become a regimented "universal trap" antithetical to democracy. In contrast to the Jeffersonian concept of education in the service of citizen initiative for the preservation of freedom, current compulsory education is a tool of industrialism and of a rigidly stratified society. The schools do not even reflect middle-class values. Their significant strengths are, in fact, petty-bourgeois. When poor youth are confined in a situation which is useless and damaging to them, they drop out, either actually or behaviorally, a response which could be termed life-preservative. The sterility of traditional education and the conformity it demands are also questioned. Possible alternatives are having no school at all for a few selected classes, conducting school work in the community rather than in the school building, using community adults as "teachers," and establishing a policy of voluntary attendance. Other suggestions include decentralizing the urban school into small units, using store-fronts as classrooms, and sending urban children to farms for a few months, thus helping perhaps to stimulate a new kind of rural life. (NH)

ED 023 712

UD 002 566

Strom, Robert D., Ed.

The Inner-City Classroom: Teacher Behaviors.

Merrill's International Education Series.

Pub Date 66

Available from—Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216

Document Not Available from EDRS.

Descriptors—Classroom Environment, Creativity, Culture Conflict, Discipline, Parent School Relationship, Racial Attitudes, Self Concept, *Slum Schools, Student Motivation, *Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior, Teaching Techniques

The following essays make up the contents of this book: (1) John Niemeier, "Importance of the Inner-City Teacher," (2) Robert Strom, "Teacher Aspiration and Attitude," (3) Robert J. Havighurst, "Overcoming Value Differences," (4) E. Paul Torrance, "Fostering Creative Behavior," (5) Paul Bowman, "Improving the Pupil Self-Concept," (6) A. Harry Passow, "Diminishing Teacher Prejudice," (7) G. Orville Johnson, "Motivating the Slow Learner," (8) Paul Hunt and Elvin Rasof, "Discipline: Function or Task?" and (9) Gene Fusco, "Reaching the Parents." An extensive bibliography is included with the essays. (EF)

ED 023 713

UD 003 321

Integration of the Public Schools—Chicago; Report to the Board of Education, City of Chicago.

Advisory Panel on Integration of the Public Schools, Chicago, Ill.

Pub Date 31 Mar 64

Note-107p.

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors-Advisory Committees, *Comparative Statistics, Court Cases, *De facto Segregation, *Educational Quality, Federal Court Litigation, *Negro Education, Racial Balance, School Demography, *School Integration, Students, Tables (Data), Teachers

Identifiers-Armstrong Law, Chicago, Illinois, Webb v. The Board of Education of Chicago

This report of an advisory panel to the Chicago Board of Education deals with desegregation of the public schools, and offers a plan "by which any educational, psychological, and emotional problems or inequities in the school system" can be removed. The introduction deals with historical and legal background and the problem of integration in a pluralistic society; a summary of the Panel's findings, recommendations with their rationale; and a general discussion of implemen-

tation. The panel's findings on de facto segregation are discussed in relation to racial composition of student body (schools are defined as integrated when they are at least 10% Negro and 10% white), and the racial distribution of teachers. Quality of Education in white, integrated, and Negro schools is discussed in terms of overcrowding; class size; student-staff ratio; teaching staff; attendances; dropouts and mobility; achievement; curriculum and teaching methods; and physical facilities. Recommendations, based on the currently accepted premises about the value of desegregation, stress that the principle of the neighborhood school must be modified to achieve the "higher priority" of expanding "the freedom of individual choice." Appendices include policy statements, social-psychological material on segregation, and tables of data on which recommendations were based. A study guide for the report is included. (NH)

ED 023 714

UD 004 360

Liddle, Gordon P. And Others

Improving the Education of the Disadvantaged in an Elementary Setting.

Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No-MH-0633

Pub Date Aug 66

Available from—Article published in *Education Improvement for the Disadvantaged in an Elementary Setting*, by Charles C. Thomas, Springfield, Ill., 1967.

Document Not Available from EDRS.

Descriptors-Community Agencies (Public), Community Resources, Curriculum, *Disadvantaged Youth, Educational Improvement, *Educational Research, *Elementary School Students, *Enrichment Programs, Experiments, Home Visits, Intelligence Tests, Kindergarten Children, Parent Associations, *Parent Participation, Planting, School Social Workers, Self Concept, Teachers

Identifiers-Illinois, Iowa Test of Basic Skills, Peabody Picture Vocabulary Test, Quincy, Wechsler Intelligence Scale for Children, WISC Described is an action research program in four elementary schools in disadvantaged areas of Quincy, Illinois. This educational improvement effort focused on parent involvement and enrichment during and after school as well as in the summer. Curricular modifications and enrichment included field trips, development of listening skills, puppetry, and science and language classes. Other features were a library program, films, magazines for class and home, and art enrichment. An after-school garden project was initiated, and cultural activities were provided. Parents were involved through home visits by a family worker and teachers, the Parent Teachers Association programs, and a newsletter. Various community resources and agencies were also used in the program. Improvements both in intelligence and achievement scores and in self concept were found. (NH)

ED 023 715

UD 004 687

Herriott, Robert E. St. John, Nancy Hoyt

Social Class and the Urban School: The Impact of Pupil Background on Teachers and Principals.

Pub Date 66

Available from—John Wiley and Sons, Inc., New York, N.Y.

Document Not Available from EDRS.

Descriptors-Culture Lag, Individual Characteristics, Parents, Principals, Racial Factors, *Research, Research Methodology, Schools, *Social Class, *Socioeconomic Status, Statistical Data, Students, Teachers, *Urban Schools

A national study of the socialclass composition of 490 schools in 41 large cities is reported. The emphasis is on the social class composition of schools rather than individual pupils. The dependent variables in this research on social stratification deal mainly with behavior, attitudes, and attributes of the key teachers and principals who can have a positive or negative influence on students. Chapters deal with the background of this study, school socioeconomic status (SES) in relation to parental and pupil correlates, characteristics and origins of teachers, and teacher morale, satisfaction, and performance. Also discussed are the principal and his role in schools of different SES and the effects of school level and school race on the relationship of school SES to the characteristics of pupils and staff. Appendixes include statistical data and technical details as well as specimen research instruments. (NH)

ED 023 716

UD 004 788

Chester, Mark A.

In Their Own Words: A Student Appraisal of What Happened After School Desegregation.

Southern Regional Council, Atlanta, Ga.

Pub Date Jan 67

Note-78p.

Available from—Southern Regional Council, 5 Forsyth St., N.W., Atlanta, Ga 30303 (\$75 single copy, \$60 bulk copies).

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors-Black Community, Caucasian Students, Integration Effects, *Interviews, *Negro Students, Principals, Rural Areas, *School Integration, Southern Schools, *Student Adjustment, Tape Recordings, Teachers, *Teenagers Identifiers-Deep South

Reported are the comments of 20 teenagers who, living in rural areas, were among the first Negro students to attend previously all-white schools in the Deep South. Analysis of tape recorded conversations shows that these students felt that the most important element in their adjustment to desegregation was the characteristics of their teachers and principals. Relations with white classmates and with their own communities were also mentioned by the students as critical issues. The document includes three transcripts of interview sessions with the Negro students. (NH)

ED 023 717

UD 005 193

Mintz, Sidney W.

Puerto Rico: An Essay in the Definition of a National Culture.

Pub Date 66

Note-96p.; Article published in "Status of Puerto Rico: Selected Background Studies." Washington, D.C., G.P.O., 1966.

EDRS Price MF-\$0.50 HC-\$4.90

Descriptors-Attitudes, Background, Bibliographies, Community Study, *Cultural Environment, Culture, Family (Sociological Unit), History, *Literature Reviews, *Puerto Rican Culture, Puerto Ricans, Race Relations, Social Change, Social Class, *Values

Identifiers-Caribbean Nations, Puerto Rico

This extensive essay, part of a volume of studies on Puerto Rico, presents various views of Puerto Rican culture. Puerto Rico's role in the history of the Caribbean region and Puerto Rican attitudes and values are described, and in a survey of pertinent literature, works on the Puerto Rican family, community, race relations, and social change are discussed. (A bibliography is included.) An introduction to this essay defines the general concept of culture. (LB)

ED 023 718

UD 005 309

Kibler, Robert J., Ed.

A Two-Year Report on the Experimental Freshman Year Program. Chapter V, Biographical and Attitudinal Information on Experimental Freshman Year Students.

Southern Illinois Univ., Carbondale.

Pub Date 1 Sep 64

Note-118p.

EDRS Price MF-\$0.50 HC-\$6.00

Descriptors-Background, Changing Attitudes, *College Freshmen, College Programs, Control Groups, Curriculum, Data, Experimental Groups, *Experimental Programs, Low Achievers, Parental Background, Questionnaires, Self Concept, *Student Attitudes, *Student Characteristics, Student Evaluation, *Underachievers

Identifiers-Experimental Freshman Year Program, Southern Illinois University

Chapter V is made up of information on the attitudes and background of participants in an experimental freshman year program for underachieving high school graduates at Southern Illinois University. Included is a description of changes and differences among the students resulting from the experimental treatment and of the participants' reactions to the program. Data were collected from questionnaires administered to the students at the beginning and at the end of the treatment year (1962-1963). Appendixes contain copies of the questionnaires, two articles based on data collected from the program, and descriptions of response categories for various questionnaire items. (For other chapters of this report, see UD 005310, UD 006858, UD 006859, UD 006860, and UD 006861.) (LB)

ED 023 719

UD 005 310

Kibler, Robert J., Ed.

A Two-Year Report on the Experimental Freshman Year Program. Chapter VI, Summary, Conclusions, and Recommendations.
Southern Illinois Univ., Carbondale.

Pub Date [64]
Note-24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors-Academic Achievement, College Admission, *College Freshmen, *College Programs, Control Groups, Curriculum Design, Data, Experimental Groups, Grade Point Average, Identification, Low Achievers, Prediction, *Program Effectiveness, *Research, Student Testing, Test Results, *Underachievers
Identifiers-ACT, American College Test, Experimental Freshman Year Program, GCT, General Culture Test, Southern Illinois University

Presented are the summary, conclusions, and recommendations after two years of the Experimental Freshman Year Program for underachieving high school graduates at Southern Illinois University. Findings are presented under four headings: (1) subjects' occupation or whereabouts in the year following their participation in the program, (2) retention of subjects during the freshman year and during their sophomore year when they were enrolled in the regular university curriculum, (3) quality of subjects' academic performance, and (4) prediction of subjects' academic performance. Recommendations include suggestions for additional research, curriculum changes, and admission and dismissal criteria. Appended is a special report which was prepared by a committee of Southern Illinois University personnel and which contains recommendations on the "re-direction of academically unsuccessful students". (For other chapters of this report, see UD 005309, UD 006858, UD 006859, UD 006860, and UD 006861.) (LB)

ED 023 720

UD 005 456

Intensive Language Instruction, Experimental Development and Guidance Report (Hartford SADC Project II B) Evaluation 1965-1966.

Hartford City Board of Education, Conn. Research and Publication Dept.

Pub Date 66
Note-37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors-Adjustment Problems, Cultural Enrichment, *Disadvantaged Youth, Grade 3, Grade 9, Guidance Services, Inner City, *Language Instruction, Language Skills, *Program Evaluation, Reading Skills, Small Group Instruction, Speech Skills, Standardized Tests, Student Improvement, Student Motivation, Tables (Data)

Identifiers-California Test of Personality, Connecticut, Hartford, Higher Horizons 100, Iowa Silent Reading Tests, Lorge Thorndike Intelligence Tests, Metropolitan Achievement Tests, SRA Writing Skills Tests

This document describes two third- and ninth-grade experimental centers which were established to develop language competence and academic motivation in disadvantaged students in Hartford. Evaluation of the ninth-grade "Higher Horizons 100" center is presented. Composed of six staff members, the center provided intensive small-group instruction to approximately 100 students. Instruction was aimed at the problems of the inner-city student and included emphasis on reading, language and speech skills, adjustment problems, and cultural opportunities. Each of these areas was integrated into the total "Higher Horizons 100" program and evaluated by formal and informal assessments. Findings show no significant changes in I.Q. scores during the first year. However, there was significant improvement in reading achievement scores, writing skills, and general achievement test scores, but no significant changes were found in school attitudes or in attendance patterns. The inclusion of cultural activities was a successful innovation. (NH)

ED 023 721

UD 005 652

Higman, Howard. And Others

The Monte Vista Story; An Evaluation Report on the Monte Vista Project; A Training Program for Volunteers in Service to America, June 19-September 10, 1965.

Colorado Univ., Boulder. Extension Division. Report No-UCED-R-411965

Pub Date 65
Note-179p.

EDRS Price MF-\$0.75 HC-\$9.05

Descriptors-Changing Attitudes, *Community Services, Economically Disadvantaged, Federal Programs, Field Experience Programs, Migrants, *Poverty Programs, Program Evaluation, Questionnaires, *Rural Areas, Spanish Americans, Unemployment, Urban Areas, Volunteers, *Volunteer Training

Identifiers-Colorado, Monte Vista, *VISTA Project, Volunteers in Service to America

A 1965 summer training program for 90 VISTA volunteers at Monte Vista, Colorado, is described and evaluated in this report. The program was designed to prepare VISTA trainees to work in poverty areas by providing individual helping services and by planning and organizing community action. The trainees lived and worked in Monte Vista, a small agricultural town with a substantial underprivileged Spanish-American population. In addition to learning about poverty and cultural differences, the trainees were taught helping service skills to make the poor more upwardly mobile. Each volunteer was placed for a 1- or 2-day supervised field experience in migrant camps, Project Head Start classrooms, homemaking classrooms for AFDC mothers, law enforcement agencies, and public health and welfare departments. In addition to information on program organization and administration, the report contains anecdotal and general descriptions of the volunteers' field experience and copies of an evaluation questionnaire and resulting data. (BD)

ED 023 722

UD 005 796

Jensen, Arthur R.

How Much Can We Boost IQ and Scholastic Achievement?

Pub Date Oct 67

Note-17p.; Speech given before the annual meeting of the California Advisory Council of Educational Research (San Diego, October 1967).

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors-Ability Identification, Academic Ability, *Academic Achievement, Academic Performance, *Children, Disadvantaged Youth, Educational Improvement, Environmental Influences, Genetics, Individual Differences, Infants, Intelligence Differences, Intelligence Level, *Intelligence Quotient, Intelligence Tests, Learning Characteristics, Middle Class, Pregnancy

The importance and consequences of raising the average ability level (IQ) of the population requires consideration of the ability level that society requires, how the relevant abilities are distributed, and the efficiency of the current educational process. Within the framework of these factors, the document discusses the determinants of mental ability and the measures commonly used, the sources of variance in IQ, and the ways in which intelligence might be boosted. The latter include both genetic and non-genetic influences. Such prenatal factors as nutrition, length of pregnancy, maternal stress, and intrauterine environment have an effect on infant intelligence. Postnatal environmental influences have not been found to markedly affect IQ, with the exception of extreme isolation. In relation to disadvantaged children, whose learning and ability patterns are different from those of middle-class children, it is important that these differences be recognized as a precondition to developing appropriate educational strategies. (NH)

ED 023 723

UD 005 807

Status of Puerto Rico, Selected Background Studies.

United States-Puerto Rico Commission on the Status of Puerto Rico.

Pub Date 66
Note-977p.

EDRS Price MF-\$3.50 HC-\$48.95

Descriptors-Administrative Agencies, Background, Bibliographies, Culture, *Education, *Federal Government, History, Labor Unions, Migration, *Political Issues, Political Power, *Puerto Rican Culture, Puerto Ricans, Tables (Data)

Identifiers-France, Great Britain, Netherlands, Puerto Rico, United States

This extensive volume contains separate studies on the politics, government, education, labor, migration, and culture of Puerto Rico. It also includes reports on the contemporary Federal-regional relationship in Puerto Rico and on Puerto Rico's relationship with the United States. One study deals with the Dutch, French, and British areas of the Caribbean. There is also an inventory

which lists (1) the agencies of the United States Government with offices in Puerto Rico and (2) the departments of the Executive Branch of the Commonwealth of Puerto Rico. (LB)

ED 023 724

UD 005 822

Willems, Edwin P.

Sense of Obligation to High School Activities as Related to School Size and Marginality of Student.

Pub Date Dec 67
Note-14p.

Journal Cit-Child Development; v38 n4 p1247-60 Dec 1967

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors-*Curricular Activities, Data, Field Studies, *High School Students, Interviews, Research Design, *School Size, *Student Attitudes, Student Motivation, *Student Participation

Two field studies of high school students' sense of obligation to nonclass school activities are reported. "Sense of obligation" is conceived of as mediating some relations between the student and the school environment and is defined as a personal feeling of "I ought to..." or "I must..." i.e., a personal constraint, with reference to attending and helping with group activities. In 1961, (N40) and 1965 (N80), samples of marginal (poorly suited) and regular (better suited) students in small and large schools were interviewed concerning "reasons for or pulls toward" attending selected nonclass activities, and responses were coded into categories indicating sense of obligation. Marginal students in small schools reported as much sense of obligation as regular students, while marginal students in large schools reported little, if any. Theoretical and methodological implications are discussed. Tables and charts summarize the data. (NH)

ED 023 725

UD 006 000

Jensen, Arthur R.

Intelligence, Learning Ability, and Socioeconomic Status.

Pub Date 8 Feb 68

Note-21p.; Paper presented at symposium: "New Approaches to the Measurement of Intelligence" at AREA (Chicago, Feb. 8, 1968).

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors-Abstract Reasoning, Associative Learning, Concept Formation, Culture Free Tests, Individual Differences, *Intelligence Differences, *Intelligence Factors, Intelligence Quotient, Intelligence Tests, Learning Processes, Learning Theories, *Lower Class, *Middle Class, Problem Solving, Social Differences, *Socioeconomic Status, Theories

Discussed are the theoretical explanations of the observation that low intelligence quotient (IQ), low socioeconomic status children appear to be brighter in certain ways than low IQ middle class youngsters. The two different theories on IQ as a function of socioeconomic status-environmental or cultural vs. genetically determined biological potential factors-are evaluated. Also presented is a discussion of the importance of cultural bias in tests and of the various correlations of IQ and learning tests. It is felt that "heritability" offers a more useful criterion to account for the extent of the cultural loading dimension. Postulated is the simplest possible model to explain IQ differences, a hypothesis which formulates two types of mental processes, Level I (associative learning) and Level II (abstract problem solving and conceptual learning). Empirical findings are then more understandable when three further hypotheses are considered: (1) there is a genotypic independence of Level I; and (3) genotypes are differentially distributed in upper and lower social classes. The practical educational consequences of this theory are briefly mentioned. (NH)

ED 023 726

UD 006 163

Hicks, Leo B.

An Experiment in School - Community Relations. West Virginia State Commission on Mental Retardation, Charleston.

Pub Date Aug 67
Note-18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors-Ancillary Services, *Changing Attitudes, Community Attitudes, *Disadvantaged Groups, Educational Quality, Family School Relationship, Home Visits, *Nonprofessional Personnel, Parent Attitudes, Program Evalua-

tion, *School Community Relationship, Student Teacher Relationship, Surveys, *Teacher Aides Identifiers-East Saint Louis, Illinois

Family community aides were used in disadvantaged East Saint Louis, Illinois, schools in an effort to bridge the communication gap between the school and the home. The indigenous non-professional aides received 16 weeks of training to perform auxiliary noninstructional service and to act as liaison personnel between school and community. These aides also made home visits, conducted surveys, and provided the parents with information about school programs and personnel, and services available from social agencies. Mass media also informed the parents about what the schools were doing for disadvantaged students and their families. An evaluation of this project showed that the aides established good rapport with teachers and the community but were not successful in changing the negative parent attitudes about student-teacher relations and the educational quality of the schools. The aides themselves showed no positive changes in attitudes about student-teacher relations or educational quality of the schools. (NH)

ED 023 727

UD 006 181

Foley, Walter J.

Conceptual Problems.

Pub Date 8 Feb 68

Note-20p.; Paper presented at a symposium on the Assessment of the Impact of Title I of the Elementary and Secondary Education Act, February 8, 1968.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors--Decision Making, *Education, Educational Objectives, Educational Programs, Evaluation Techniques, *Information Needs, Information Utilization, Input Output Analysis, Methodology, *Systems Approach, *Systems Concepts

A systems theory approach to information requirements in education and in evaluation strategies is applied to decision making. Educational decision making itself involves long range planning, system structuring to implement goals, system allocation (cost), and system monitoring which provides the feedback. Each level requires differential information about such classification areas as curriculum, pupil, staff, finance, facility, and community. For the evaluation process a methodology is proposed that meets information needs by providing (1) data elements based on a common definition of each category, (2) a "picture of the relationships between data content across classification areas," (3) information on multiple questions across these areas, and (4) alternatives of cost, practice, and procedure. This theoretical structure is applied to both the evaluative and the decision-making process in educational programs. (NH)

ED 023 728

UD 006 239

Directory of Tutorial Projects, 1968.

United States National Student Association,

Washington, D.C. Tutorial Assistance Center,

Spons Agency--Office of Economic Opportunity,

Washington, D.C.

Pub Date 68

Note-112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors--Directories, *Program Descriptions,

*Tutorial Programs

Identifiers--Guam, Puerto Rico, United States,

Virgin Islands

A national directory of tutorial projects was prepared by the Tutorial Assistance Center of the United States National Student Association. The directory is arranged alphabetically by states, including the territories of Puerto Rico, Guam, and the Virgin Islands. The listings indicate the person to contact, number of tutors and tutees, program content, grade level, operating period, and occasional other notations. The index offers a breakdown indicating adult education, college and university programs, and those for Indians and Spanish-speaking tutees. (NH)

ED 023 729

24

UD 006 262

Coleman, James S.

Responsibility of Schools in the Provision of Equal

Educational Opportunity. Invited Paper.

Johns Hopkins Univ., Baltimore, Md. Center for

the Study of Social Organization of Schools.

Bureau No-BR-6-1610-02

Pub Date Feb 68

Grant-OEG-2-7-061610-0207

Note-18p.; Paper presented at NASSP Conference (Atlantic City, N.J., February 12, 1968).

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors--Academic Achievement, Cocurricular Activities, Educational Improvement, Educational Innovation, Educational Objectives, *Educational Opportunities, Educational Responsibility, *Equal-Education, Lower Class Students, Private Agencies, *Public Education, Released Time, *School Responsibility, Urban Schools

Equal education has traditionally meant free education offering a common curriculum to all children attending a school in a given locality. However, since the 1954 Supreme Court decision and the Equality of Educational Opportunity survey, implicit assumptions have been challenged by a new concept: equality of opportunity is dependent upon the effects of schooling. At present, educational equality is determined more by the ability of resource inputs to bring about achievement than by the equality of the inputs themselves. This concept implies that the responsibility for achievement rests with the school, not the child. The school might implement this responsibility, particularly for assuring that lower class children learn reading and arithmetic, by contractual arrangements with entrepreneurs outside the school system. This innovation should involve released time plans, private contractors who are paid by results, and free choice for the consumer (parents). Guarantees of racial and social class integration would be built into the contracts. Social integration in large urban school systems can be encouraged by contractual arrangements for interschool activities and programs. (NH)

ED 023 730

UD 006 284

Taylor, Joseph H.

Summer Institute of Psychological-Sociological

Problems of School Desegregation; 80 School Ad-

ministrators, Supervisors, Principals and

Teachers in Ten Florida Counties. Final Report.

Bethune-Cookman Coll., Daytona Beach, Fla.

Spons Agency--Department of Health, Education

and Welfare, Washington, D.C.

Pub Date 28 Mar 68

Contract-OEC-4-7-000266-3158

Note-14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors--Administrator Role, Aspiration,

Diagnostic Teaching, Guidance Services, Home

Visits, Individual Instruction, *Integration Ef-

fects, Negroes, Psychological Needs, Race

Relations, School Integration, *School Person-

nel, Social Problems, Social Values, *Summer

Institutes, *Symposia, Teacher Role

Identifiers--Florida

A six-week biracial summer institute for school personnel and a follow-up one-day symposium were devoted to increasing understanding of problems accompanying desegregation, changes in race relations patterns, and ways of solving psychological-sociological problems posed by desegregation. Another concern was to develop acceptance and understanding of the aspirations of Negro youth and the role of segregation in thwarting their hopes. The participants recommended a clinical-diagnostic and individualized approach in teaching, with guidance services provided. Home visits by teachers are particularly important for disadvantaged Negro students entering formerly all-white schools, to train children and families to care for property and develop "proper" values, and to take pride in home, school, and community. Positive administrative leadership is also needed. (NH)

ED 023 731

UD 006 285

Isgar, Tom Isgar, Susan

The Institute for Tutorial Development, April

1967-1968. Final Report.

United States National Student Association,

Washington, D.C. Tutorial Assistance Center.

Spons Agency--Office of Economic Opportunity,

Washington, D.C.

Pub Date 68

Note-175p.

EDRS Price MF-\$0.75 HC-\$8.85

Descriptors--Field Experience Programs, In-

dividual Development, *Institutes (Training

Programs), Internship Programs, *Leadership

Training, Learning Theories, *Middle Class

College Students, Program Content, Program

Descriptions, Program Effectiveness, Program

Evaluation, Program Proposals, Seminars, *Summer Institutes, *Tutorial Programs Identifiers--Detroit, Michigan

Reported is a summer training institute for the directors and staffs of tutorial projects. The 30 interns were middle class college students who came to Detroit for a leadership training program combining field work, seminars, residence in disadvantaged communities, and intense personal and group interaction experiences. The goal was to develop strong tutors capable of social involvement as well as personal growth and understanding. The bulk of the report consists primarily of excerpts from journals kept by the interns during the course of the institute. Also included is an appendix containing relevant data on the project. An addendum consists of the project proposal, a paper on the process of individual growth within a learning theory context, some notes on the training institute, and an interim report prepared for the Office of Economic Opportunity, the funding agency. (NH)

ED 023 732

UD 006 294

Greenwood, Elma L.

One-Fifth of the Nation; Fact and Action Guide to

Poverty in the Midst of Plenty in the U.S.A. for

Use by Church People and Church Groups.

National Council of Churches of Christ, New

York, N.Y.

Pub Date Jul 64

Note-64p.

Available from--National Council of the Churches

of Christ in the U.S.A., 475 Riverside Drive,

New York, N.Y. 10027 (\$5.50).

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors--Church Programs, *Church Role,

Community Agencies (Public), Community Stu-

dy, *Economic Disadvantage, *Guides,

*Information Sources, Welfare Agencies

Information on American poverty and

guidelines for action by local church groups are

presented in this 1964 document. Briefly

reviewed are the nature, extent, causes, and

possible solutions to the problems of poverty in

an affluent society. Also discussed are ways in

which information on poverty may be gathered

on a general and a local level. It is pointed out

that personal contact with, and exposure to, the

"invisible poor" are important aspects of a com-

mitment to eradicating poverty. The final chapter

is devoted to the ways in which churches and

their members may help. (NH)

ED 023 733

UD 006 322

Fantini, Mario D. Weinstein, Gerald

Social Realities and the Urban School.

Pub Date Mar 68

Note-34p.; Paper presented at the ASCD Con-

ference (Atlantic City, New Jersey, March 10-

13, 1968).

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors--Bureaucracy, *Curriculum, *Edu-

cational Objectives, Educational Quality, In-

dividual Power, Models, Psychological Charac-

acteristics, Self Concept, *Social Influences, Student

Alienation, Urban Education, *Urban En-

vironment, Urban Population, *Urban Schools

This paper discusses the social realities which

characteristically confront the urban school, how

the school presently adapts to the exigencies of

an urban environment, and how the school pro-

gram might be better fitted to this environment.

The urban realities and the psychological pres-

sures associated with these realities are classified

as--(1) density and loss of identity, (2) bu-

reaucratization and powerlessness, and (3) diver-

sity and alienation. The relevance of socially

aware school innovations to educational quality,

and social reality as a means to traditional and

"new" educational objectives are specifically con-

sidered. In the context of the social realities, a

beginning model of an urban school is proposed.

The model program is envisioned as being

responsible to students in the following areas--(1)

skills and knowledge, (2) personal talent and in-

terest, (3) social action and exploration of self

and others. School staffing and the school-com-

munity relationship are also discussed. (LB)

ED 023 734

UD 006 327

Berube, Maurice R.

Teachers and the Urban School Crisis.

Pub Date 66

Note-9p.; Article published in the Urban School

Crisis, by League for Industrial Democracy/Un-

ited Federation of Teachers, AFL-CIO, New

York, 1966.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—Civil Rights, Educational Improvement, Educational Programs, *Labor Unions, *Political Power, Poverty Programs, School Administration, *Teacher Associations, Teachers, Teacher Strikes, Teaching Conditions, *Urban Schools

Identifiers—AFT, American Federation of Teachers, New York City, UFT, United Federation of Teachers

The unionization of teachers has had consequences beyond traditional trade union objectives and now encompasses educational and sociopolitical goals. The American Federation of Teachers and the United Federation of Teachers of New York have used their organized power to influence school administration policies, to better the educational environment through improved teaching conditions, and to develop programs which attempt to arrest the deteriorating educational situation in urban schools. Organized teachers have also been involved as a pressure group in antipoverty efforts and the civil rights movement. (NH)

ED 023 735

UD 006 328

Jencks, Christopher

Education: Cultivating Greater Diversity.

Pub Date 66

Note-8p.; Article published in The Urban School Crisis, by League for Industrial Democracy/United Federation of Teachers, AFL-CIO, New York, 1966.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Administrative Change, Community Colleges, Decentralization, Educational Improvement, Educational Innovation, Educational Objectives, *Educational Responsibility, *Equal Education, Experimental Schools, Free Choice Transfer Programs, Higher Education, Neighborhood Schools, Private Schools, *Public Education, School Organization, School Policy, Socialization, Transfer Policy, *Universal Education

Although schools have increased influence over the social-psychological development of youth, they do not provide diversity in nonacademic domains. In addition, the apparent diversity among institutions is of little value because institutions are not located or administered in such a way that individuals can choose freely between them. Decentralization and equal access to every school might effectively alter the monolithic pattern of school organization. Another innovation, which would provide for dissenters from majority-dominated school policies, would be to establish scholarships for attendance at either neighboring public schools or at private schools. At the college level, universalization of higher education and the academic profession's increasing power over collegiate organization and standards are trends that threaten to eliminate diversity. Commuter colleges will increasingly replace residential ones, and all seem to be turning into Ph.D. preparatory institutions. Alternatives to the years of boredom in the classroom must be found in order to forestall the increasing alienation and anger of youth. (NH)

ED 023 736

UD 006 329

Glazer, Nathan

School Integration Policies in Northern Cities.

Pub Date 66

Note-13p.; Article published in The Urban School Crisis by League for Industrial Democracy/United Federation of Teachers, AFL-CIO, New York, 1966.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Caucasians, College School Cooperation, Defacto Segregation, Educational Status Comparison, Environmental Influences, Family Influence, Integration Methods, *Integration Plans, Negroes, *Northern Schools, *School Segregation, Teaching Quality, *Urban Areas

It is pointed out that there is little expert research on the effects of de facto segregation in schools in the North and the West. Too often an oversimplified causal relationship is drawn which explains the educational gap between white and Negro students in de facto segregated schools. Other factors considered in analyzing educational status differences are quality of teaching, home and neighborhood influences, and the nature of the influence of biracial classes on pupils of both races. A simple count of the concentration of Negroes in a given school becomes sufficient motivation for many parents to press for desegregation. The suggested integration methods

of pairing, redistricting, busing, and new school locations can be effective measures, especially in small communities. Integrating the inner core area schools of large cities, however, raises special problems which can be resolved in varying degrees by free choice transfer policies, opening special schools in ghetto areas for which white students would be recruited, and cooperation between public schools and prestigious universities, church groups, and private schools. (NH)

ED 023 737

UD 006 330

Sexton, Patricia Cayo

Class Struggles in the Schools.

Pub Date 66

Note-11p.; Article published in The Urban School Crisis, by League for Industrial Democracy/United Federation of Teachers, AFL-CIO, New York, 1966.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—Acculturation, Board of Education Role, Bureaucracy, *Conflict, Cultural Factors, Educational Change, *Educational Equality, Educational Finance, Educational Innovation, Freedom Organizations, Government Role, Minority Groups, Political Power, Race, *Social Class, *Social Differences, Social Structure, Socioeconomic Status, *Urban Education

Identifiers—Chicago, Illinois, New York City

The major issue in urban education is class conflict. The polarity of the "haves" and "have-nots" limits the schools' services to the latter group because of the generally moderate stance of most liberal school board members and their insufficient zeal in pressing the grievances of the have-nots. Bureaucratic resistance and the role of conservatives in paring school budgets are further obstructions. This kind of class conflict also permeates congressional and state aid to education. Documentary evidence of conditions in Chicago and New York City schools corroborate the statement that the class conflict is reflected in school inequalities and class-biased training. Ethnic roles are also interconnected with class roles, with the Jewish community often acting as the "swing" group on polarized issues. A new and difficult problem for urban schools is the massive task of racial acculturation. Breakthroughs may possibly come through political pressures, increased civil rights activity, amalgamation of lower-class groups, Federal aid programs and voluntary and private efforts. Increased college opportunities, instructional innovations, unionization of teachers, and decentralization may also improve the educational quality of urban schools. (NH)

ED 023 738

UD 006 331

Lerner, Jeremy

The New York School Crisis.

Pub Date 1 Mar 64

Note-22p.; Article published in The Urban School Crisis, by League for Industrial Democracy/United Federation of Teachers, AFL-CIO, New York, 1966.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—Board of Education Policy, Bureaucracy, Curriculum, *Defacto Segregation, Educational Change, Educational Disadvantage, *Educational Discrimination, Educational Finance, Freedom Organizations, *Integration Plans, Negro Organizations, Negro Students, Political Issues, School Administration, *School Boycotts, Slum Schools, Social Change, Social Values, Teaching Quality

Identifiers—New York City

This analysis of the educational crisis in New York City schools discusses some characteristics of de facto segregation in ghetto schools, the social background of Negro slum children, and the failure of teachers and curriculum to educate these students. A large portion of the article traces the various Board of Education attempts to integrate the schools and the response and demands of civil rights groups. A 1-day school boycott called in February 1964, to protest the inadequacy of the Board's pairing proposals may have forced a stronger integration plan from the Board. Although the boycott had positive effects on Negro self-respect, it did not solve the financial shortages faced by the city's school system or the problems of curriculum, bureaucratic administration, poor teaching quality, and the pulls of various pressure groups. Moreover, the boycott did not come to grips with the broader political issue of the need for the amalgamation of Negroes with others in the working class to transform other social institutions. It is felt that educa-

tional problems are insoluble unless there is a truly free society which values individuality, creativity, art, science, and knowledge more than it values competition and accumulation. (NH)

ED 023 739

UD 006 341

Education Symposium on Urban Problems

(Columbus, Ohio, December 13 and 14, 1966).

National Association of State Boards of Education, Columbus, Ohio. Northeast Region; Ohio State Board of Education, Columbus.

Pub Date Dec 66

Note-21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—City Problems, Civil Rights, Federal Government, Government Role, Leadership Responsibility, Negro Organizations, State Departments of Education, *Symposia, Teacher Associations, *Urban Education, *Urban Environment

Identifiers—Cleveland, Ohio

This symposium on urban education and urban environment heard addresses by several state and city superintendents of education, a representative of HEW, the director of the NAACP, the president of the National Association of State Boards of Education, and a professor and columnist. Discussed were such topics as the leadership role of state education departments in urban education, the activities of the federal government, the problems and experiences of Cleveland, the issues of the organization of the teaching profession, and the drive for racial equality. Also included are remarks on state boards and the rule of these boards in urban problems. (NH)

ED 023 740

UD 006 344

Coffin, Gregory C.

How Evanston, Illinois Integrated all of its

Schools.

Pub Date Nov 67

Note-16p.; Paper presented at Natl. Conf. on Equal Educational Opportunity in American Cities (Washington, D.C., November 16-18, 1967).

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Board of Education Policy, *Board of Education Role, Bus Transportation, *Defacto Segregation, Freedom Organizations, *Integration Methods, Integration Plans, Negroes, Neighborhood Schools, Parent Reaction, *Public Schools, Racial Balance, Residential Patterns, *School Integration, Surveys

Identifiers—Evanston, Illinois

Discussed are the methods used by Evanston's Board of Education to desegregate the entire school system. In 1964 the Board resolved to eliminate defacto segregation and a citizen's commission was appointed to develop a plan. Aided by computer experts, a redistribution of students was worked out which used the schools more efficiently while conserving some of the neighborhood schools concept. The racial balance of Negroes in any school ranged from 17 to 25 percent. One-way busing appeared to be a pragmatic, although perhaps unfair, way to desegregate. This device was instituted only after a well-prepared survey revealed that 92 percent of the Negro parents approved. Although housing patterns determine defacto segregation, nevertheless the schools have a responsibility to initiate change in their own province. It is also pointed out that protest activity by civil rights groups was an important spur to movement by the Board. As of 1967, all schools are fully integrated physically. Now the community must work toward "psychological integration." (NH)

ED 023 741

UD 006 345

A Cooperative Plan for the Invention, Demonstration,

and Evaluation of Innovative Practices

Among Urban, Suburban and Rural Schools.

Genesee Valley School Development Association,

Rochester, N.Y.

Pub Date 15 Jan 67

Note-109p.

EDRS Price MF-\$0.50 HC-\$5.55

Descriptors—Educational Improvement, Educational Quality, Educational Strategies, Geographic Regions, Information Dissemination, *Interdistrict Policies, Program Budgeting, Program Design, *Project Applications, Rural Schools, Suburban Schools, Urban Schools

Identifiers—Genesee Valley School Development Association, New York

A proposal for ESEA, Title III, funding describes a plan for a regional cooperative educational effort involving nine New York State counties. The purposes of the project are improvement of educational quality and opportunity, and the coordination and dissemination of information on educational innovations within the region. One important feature of the project would be the development of invention and demonstration units of 16 urban, suburban, and rural schools. These units, placed throughout the region, would be concerned with the particular instructional strategies of intercultural understanding, pupil team learning, team teaching, and independent study. The application contains a description of the area and a statement on its needs, and the objectives, procedures, and emphasis of the program. Details on planning for this three-year project are included and the evaluation and dissemination methods are described. Personnel needs, facilities, subcontracting arrangements, and a proposed budget are noted. (NH)

ED 023 742

UD 006 346

Lloyd, Helene M.

Operation Upgrade: An In-Service Training Program to Supplement the Development of a Curriculum for the Multi-Racial Schools in New York City to the End That Intergroup Relations May Be Improved.

New York City Board of Education, Brooklyn, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Community Involvement, Consultants, *Inservice Programs, *Intergroup Relations, Parent Participation, *Public Schools, School Integration, School Personnel, Sensitivity Training, Teacher Attitudes, Workshops

Identifiers—New York City, New York City Board of Education

An inservice training program was conducted by the New York City Board of Education in a school district in the South Bronx section of the city with an ethnic minority pupil population of 68 percent. The objectives were to improve intergroup relations, to help teachers to respond positively to problems posed by desegregation, and to gain parent and community support of the schools. Participants in the eleven orientation and sensitivity workshop sessions were 110 administrators, supervisors, teachers, parents, and college seniors who were prospective teachers in slum schools. Consultants and Board of Education workshop production specialists gave lectures and led small-group interaction sessions. It is felt that the results of this program were "inspiring." The document lists the staff, describes the process of selecting participants, and includes a summary of the final evaluative questionnaire. (NH)

ED 023 743

UD 006 391

Report '65, a Summary Report, 1964-1965.

Research Council of the Greater Cities Program for School Improvement, Chicago, Ill.

Pub Date May 65

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Educational Finance, *Educational Improvement, Facility Improvement, Federal Programs, Instructional Materials, Projects, Research, Teacher Education, Urban Education, *Vocational Education

This 1965 report summarizes briefly the purposes, functions, and projects of the Research Council of the Great Cities Program for School Improvement. Described are the initial projects in which vocational education, gray areas, fiscal policy, and teacher education were studied. New areas of involvement include instructional materials development, rehabilitation of school facilities, and federal programs. (NH)

ED 023 744

UD 006 420

Hirsch, Jay G. Castello, Joan

Competence and Elementary School Achievement: Case Studies in an Urban Ghetto. Research Report, Vol. 4, No. 7.

Institute for Juvenile Research, Chicago, Ill.

Spons Agency—Foundation's Fund for Research in Psychiatry; Illinois State Dept. of Mental Health.

Pub Date 67

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—*Academic Achievement, Case Studies (Education), Disadvantaged Youth, Educational Planning, Elementary School Students, Family Influence, Grade 5, *Interpersonal Competence, Lower Class Students, *Negro Students, Personality, Personality Assessment, Psychological Evaluation, *Self Concept, Slum Schools, Standardized Tests, *Underachievers, Urban Schools

Identifiers—Chicago, Illinois, Institute for Juvenile Research

This paper has presented some of the major conclusions arising out of a clinical study of a group of fifth grade achievers and underachievers from an urban lower class Negro public elementary school. The major factors which distinguished the group of achievers from the group of underachievers were those in the area of quality of interpersonal relationships, clarity of self-definition, and positive self-evaluation. The heterogeneity of this group of children, all of whom are often glibly referred to as 'disadvantaged', suggests the need for greater precision in the definition of various aspects of social disadvantage as they relate to the development of personality. Also consideration of these personality dimensions becomes important in War on Poverty programs, since the characteristics of our achieving group seem to be necessarily present in order for maximal benefit to be derived from enrichment programs. (Author)

ED 023 745

UD 006 422

Egerton, John

Higher Education for "High Risk" Students.

Southern Education Foundation, Atlanta, Ga.

Pub Date Apr 68

Note—60p.

Available from—Southern Educ. Reporting Service, P.O. Box 6156, Nashville, Tenn. 37212, or Southern Educ. Found., 811 Cypress St. N.E., Atlanta, Ga. 30308

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—College Admission, College Attendance, College Placement, College Programs, College Role, *College Students, *Disadvantaged Youth, Higher Education, Minority Groups, Negro Students, Recruitment, Surveys, *Underachievers

Identifiers—New York, Rochester, West Irondequoit Central School District

A survey of 162 colleges and universities found that 86 of them had some kind of involvement in efforts to enroll "high risk" students. Most of these students are from a disadvantaged, minority group background and do not have the traditional preparatory and personal experiences to qualify for admission to institutions of higher education. Questionnaire responses from 11 public and 7 private institutions indicated the nature, extent, variety of approaches, and recruitment procedures of the high risk programs. Federal government and foundation funds have financed many of the special efforts to find and prepare able disadvantaged high school students but there has been almost no support for developing programs in higher education for these students. Institutions with such programs face the issue of whether or not the students should have special programs and attention. Negro students are often torn by a conflict between their involvement with Black Power and accepting white help. The report also includes descriptions of outstanding programs at both public and private institutions as well as brief summaries of others. An appendix lists agencies and organizations which are involved with higher education opportunities. (NH)

ED 023 746

UD 006 425

A Cooperative Program Between a City School District and a Suburban School District. Interim Report.

Rochester City School District, N.Y.

Pub Date 25 Jul 67

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Academic Achievement, Attendance, Control Groups, Experimental Groups, Free Choice Transfer Programs, Grade 1, Grade 2, *Interracial Policies, Program Evaluation, *Racial Balance, *School Integration, Social Adjustment, Sociometric Techniques, Standardized Tests, Student Promotion, Study Habits, *Suburban Schools, Teacher Attitudes, Test Results, Transfer Students, Urban Schools

Identifiers—New York, Rochester, West Irondequoit Central School District

An urban-suburban interdistrict program is described in which efforts were made to correct racial imbalance in both districts. In 1965 free transportation was provided for 25 first grade children who were sent voluntarily from a Rochester, N.Y. public school to six schools in the West Irondequoit district. This longitudinal metropolitan approach was continued the following year with another 25 first grade pupils and will include more children and grade levels in ensuing years. Students transferred to the suburban classes (the experimental, or E-group) were compared with a control group which remained in the city and data were collected on academic achievement, attendance records, promotion rates, social growth, and work habits. Test data show that the achievement of the transferred pupils is at least equal to, if not higher, than would be expected if they had remained in the city school. Promotion rates for the E-group children were high. Most E-group pupils adjusted well and were received by their suburban classmates, as shown by sociometric data. Staff reports are positive, especially among teachers having direct contact with the integrated classrooms. (NH)

ED 023 747

UD 006 443

EVALUATION OF THE PILOT PHASE OF THE TEEN TUTORIAL PROGRAM: A MODEL OF INTERRELATIONSHIP OF SEVENTH GRADERS, KINDERGARTEN PUPILS AND PARENTS TO MEET THE DEVELOPMENTAL NEEDS OF DISADVANTAGED CHILDREN, JANUARY 1, 1967 TO AUGUST 31, 1967.

South-Western City School District, Grove City, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Note—168p.

EDRS Price MF-\$0.75 HC-\$8.50

Descriptors—*Disadvantaged Youth, Evaluation, *Experimental Programs, Federal Aid, Interviews, *Kindergarten, Parents, *Tutorial Programs

Reported is an evaluation of a pilot study carried out by the South-Western City School District (Ohio) for the design of a full-scale demonstration tutorial program, under the Elementary and Secondary Education Act, Title III. The specific aim of the program is the prevention of educational deprivation during the first five years of life. The use of teenage seventh graders with kindergarten pupils and the resulting interrelationship with parents are considered new developments toward meeting the fundamental needs of children and breaking the cycle of succeeding generations of children handicapped by educational deprivation. The report outlines the purpose, objectives, procedures, and evaluations of aspects of the study. Suggested changes for the planned programs are noted. The appendices include comments by teachers, counselors, program administrators and teen tutors, observation reports, samples of home visit interviews, and student questionnaires. (EMB)

ED 023 748

UD 006 448

Perleberg, Arye Rom, Yael

A Compensatory Educational Program on the Higher Education Level for a Culturally Deprived Group in Israel. An Interim Report, February 1968.

Pub Date Feb 68

Note—7p. Paper presented at the 1968 AERA Convention in Chicago.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Academic Achievement, Admission Criteria, *College Preparation, Engineering Education, *Enrichment Programs, *Lower Class, *Military Personnel, Program Evaluation, School Holding Power, Science Education, Universities

Identifiers—Haifa, Israel, Sephardic Jews, Technion

This resume of an interim report discusses a university preparatory program for Israeli soldiers of Islamic (Sephardic) origin. The Israeli Defense Forces identify and select the candidates, who must be of Sephardic, low socioeconomic status background and have certificates from academic or vocational high schools. The chosen students are soldiers in every sense except that their duty is to study. The candidates are enrolled in an enrichment program which prepares them for the entrance examinations for either the engineering

and science program at the Haifa Technion, or for the various universities. The soldiers are discharged from service after they have taken their examinations. The program's success may be noted by the 90-95 percent of the candidates who gained admission to the Technion or to the universities with competitive admission requirements. The enrichment program seems to have increased the academic achievement of the Technion students but a longer preparatory program seems to be needed for success in science and engineering courses. Retention and graduation rates are high. (NH)

ED 023 749 UD 006 452

Braund, Robert A. And Others
Compensatory Education in California, 1966-67. Summary of the Annual Evaluation Report.
California State Dept. of Education, Sacramento.
Pub Date 68
Note-34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors-Achievement Gains, *Annual Reports, *Compensatory Education, *Disadvantaged Youth, Educational Finance, Educational Needs, *Federal Programs, Handicapped Students, Migrant Child Education, Objectives, Program Effectiveness, *Program Evaluation, Reading Improvement, Self Concept, Student Attitudes, Test Results, Verbal Ability

Identifiers-California, Elementary and Secondary Education Act, ESEA TITLE I, McAttee Act

The required annual report on compensatory programs funded by the Elementary and Secondary Education Act, Title I, describes California's efforts in the first full year of operation. In general, the programs sought to raise reading and verbal performance levels, improve performance as measured by achievement tests, and also improve students' attitudes toward school and about themselves. Because of Congressional mandate, some of the funds were specifically earmarked for migrant children, youth in state and local institutions, and mentally ill and mentally retarded children. Findings, based on various measures, show that pupil achievement rate increased, with gains as high as three years. The achievement gap between advantaged and disadvantaged students seems to be narrowing. The most progress occurred in districts with the most comprehensive program focusing on a few selected goals. The major problems encountered were reduced appropriations and delays in funding, lack of qualified personnel, and misunderstanding about the purposes of Title I. (NH)

ED 023 750 UD 006 459

Economic Opportunity Amendments of 1967.
Congress of the U.S., Washington, D.C. Senate.
Report No-S-2388
Pub Date 23 Dec 67
Note-57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors-Community Action, Day Care Programs, Employment, *Federal Aid, *Federal Laws, Investment, Job Training, *Poverty Programs, Program Administration, Rural Areas, Urban Areas, Volunteers, Work Experience Programs

Identifiers-Economic Opportunity Act Amendments of 1967, Economic Opportunity Act of 1964, Head Start, Public Law 90-222, Upward Bound, VISTA

This document is the full text of the Economic Opportunity Amendments of 1967 to Public Law 90-222. These amendments authorize funds for continuation of programs begun under the Economic Opportunity Act of 1964 which established the Job Corps and the work and training program for youth and adults, the special impact programs, and the urban and rural community action programs which include Head Start, Upward Bound and others. The original Act also established the program of employment and investment incentives, the work experience training and day care programs, and VISTA and other voluntary programs. The various substantive and technical changes in Public Law 90-222 and the amounts appropriated by Congress are contained in this Act. (NH)

ED 023 751 UD 006 461

Weinberg, Meyer
Race and Place: A Legal History of the Neighborhood School.
Spone Agency-Office of Education (DHEW), Washington, D.C.
Report No-OE-38005

Pub Date 67
Contract-OEC-3-6-000971-0971
Note-108p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.45)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors-*Court Cases, Federal Court Litigation, *Historical Reviews, *Neighborhood School Policy, School Segregation, State Laws

An historical study of the neighborhood system of school assignment is presented in this monograph. The basic framework of this research is that of the legal history of the neighborhood school policy and the relationship of this policy to school segregation. The applicable State and Federal court cases and decisions are cited for the various school practices. (NH)

ED 023 752 UD 006 576

Pointing the Way Toward Equality, Inter-Agency Conference on Equal Educational Opportunity (January 12, 1968).

New York State Teachers Association, Albany.

Pub Date 12 Jan 68

Note-20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors-*Conference Reports, Curriculum Development, Disadvantaged Youth, *Equal Education, Information Dissemination, Interagency Cooperation, Literacy Education, Problem Children, Sensitivity Training, Teacher Associations, Teacher Participation, Volunteers

The proceedings of a one-day conference on equal educational opportunity are abstracted in this document. Included are statements by representatives of the invited public and private agencies. The summary points out that there were two recurrent basic themes--(1) ways must be found to ensure and implement equality of educational opportunity for all, and (2) classroom teachers must be involved in formulating and implementing plans. A series of recommendations for action are listed, mentioning such areas as sensitivity training, literacy programs, social and behavior problems of children, information dissemination, use of volunteers, changes in curriculum and marking systems, and interagency cooperation. (NH)

ED 023 753 UD 006 577

Baker, Jerome

Another Look at Race and Education.

Note-8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors-Bus Transportation, Civil Rights, Comprehensive Programs, Educational Parks, *Equal Education, Exchange Programs, Housing Opportunities, Political Power, Public Schools, *Racial Attitudes, *Racial Integration

This National Conference on Race and Education, focussed on equal educational opportunities and stressed action rather than research or theoretical discussion. The 600 conference participants included educational administrators, school board members, civil rights leaders, government officials, university scholars, high school students, parents, and representatives of private enterprise. The two most critical elements of the conference related to program strategies and the increasing polarization between conservatives and those who reject gradual solutions. Several comprehensive programs were suggested for achieving desegregation in large urban communities: political alliances, positive programs for social change, changed attitudes and renewed commitment of public school leaders and increased local pressure. However, state power and federal aid were denoted as the most positive steps toward equality of educational opportunity. (EMB)

ED 023 754 UD 006 579

Stein, Robert L. Kleinfelder, Carl A.

The Extent of Poverty in the United States 1959 to 1966. Current Population Reports Series P-60, No. 54.

Bureau of the Census (Dept. of Commerce), Suitland, Md.

Pub Date 31 May 68

Note-36p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.30)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors-*Economic Disadvantage, Employment, *Family Status, Females, Income, Males, Occupations, One Parent Family, *Racial Differences, Rural Urban Differences, *Sex (Characteristics), Tables (Data)

This report analyzes the incidence of poverty in the U.S. from 1959 to 1966 by family status, color, and sex. The definition of poverty is derived from the Social Security Administration income index. There are indications that although there has been a general decline in poverty since 1959, approximately one family in eight is still below the poverty level in 1966, and the amount of poverty among Negroes and whites remains significantly different. Gains for families headed by men are greater than for those headed by women, with the same relative gains shown by nonwhite female-headed households. Nonwhite families, whatever their size, are far more likely to be poor than white families. The racial differential in earnings is clearcut, regardless of occupation. Almost one-fifth of all children are being raised in families with incomes below the poverty level. The major part of the report consists of detailed tables. (NH)

ED 023 755 UD 006 580

Hodell, Louise

A Case History in the Treatment of Academic Failure: Some Suggestions for Professionals in Work/Training Programs for the Disadvantaged.
Mobilization for Youth, Inc., New York, N.Y.

Pub Date May 68

Note-14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors-Academically Handicapped, Academic Failure, *Case Studies (Education), *Dropout Rehabilitation, *Dropouts, Educational Diagnosis, Handicap Detection, Illiteracy, *Males, Perceptually Handicapped, *Puerto Ricans, Remedial Programs, Teacher Responsibility, Visual Perception, Vocational Education

Identifiers-MFY, Mobilization for Youth

A case history of a 16-year-old Puerto Rican male high school dropout is presented to illustrate the visual-perception difficulties resulting in illiteracy and academic failure. The boy had had a number of years of formal schooling without learning any of the basic skills. Neither the academic nor the work training programs at Mobilization for Youth were able to remedy the problem, in part because neither unit recognized the deep-seated perceptual difficulty. Lack of intercommunication between the two programs about the boy's learning failures also hampered a successful outcome. Finally, the vocational counselor terminated all plans for his further education and placed him in a full-time job which did not require literacy in any language. This case study points out the need for early identification of perceptual handicaps, with referrals to specialists for diagnosis and treatment. Although there are a few agencies which can provide the appropriate help for such dropouts, it is nevertheless important to identify this type of disadvantage so that special programs and treatment methods can be developed. (NH)

ED 023 756 UD 006 582

Bair, Medill

One Man's Answers to the Educational Problems of a City.

Pub Date 68

Note-25p.; Speech given at the first annual tri-chapter meeting of area Kappans (Springfield, Mass., April 2, 1968).

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors-Boards of Education, College School Cooperation, Community Involvement, Community Schools, *Educational Change, Educational Finance, *Educational Policy, Individual Instruction, Regional Cooperation, Resource Centers, School Construction, School Redistricting, State Action, Teacher Education, Work Study Programs

Identifiers-Connecticut, Hartford, METRO, Metropolitan Effort Toward Regional Opportunity, University of Hartford

In this speech the Superintendent of the Hartford Public Schools proposes some solutions to the problems of urban schooling. He feels that city boards of education should be fiscally independent of municipal governments and that the state should be responsible for organizing school districts to insure integrated education. One of his proposals is for the redistricting of the Hartford schools into semi-autonomous units directed

by a district board made up of representatives of the community, professionals, and members of the central board. To improve teacher performance, he outlines a program in which future teachers would work in the schools from the time they enter a teachers college until the time they receive their masters degree; and to make education more relevant to the needs of disadvantaged students, he encourages the development of work-study programs. Hartford now has plans to construct several new schools at all levels which will allow for individual instruction. It is also part of a regional network established to facilitate greater dissemination of educational research. (EF)

ED 023 757 UD 006 594
Design for an Effective Schools Program in Urban Centers. Revised.

National Council for Effective Schools, Chicago, Ill.
Spons Agency—American Federation of Teachers, Chicago, Ill.
Pub Date Aug 66
Note—32p.

Available from—American Federation of Teachers, 716 North Rush Street, Chicago, Illinois 60611 (\$0.50 single; \$25 per 100).

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Administrative Personnel, Community Involvement, *Disadvantaged Youth, *Educational Improvement, Educationally Disadvantaged, Educational Policy, *Effective Teaching, Emotionally Disturbed Children, Instructional Materials, Principals, Program Evaluation, School Size, Special Services, Student Teacher Ratio, Teacher Participation, Teacher Recruitment, Teachers, Teacher Transfer, *Urban Schools

Identifiers—AFT, American Federation of Teachers, MES, More Effective Schools, New York City

Proposals for the educational improvement of underprivileged urban schools were developed by the American Federation of Teachers. The scheme is predicated on the assumption that each component is essential and integral. Specifically, the proposals recommend that schools have a ceiling of 100 pupils with various procedures available to relieve crowding. Class size should be limited to 18 to 22, with a pupil-adult ratio of 12 to 1. Principals should be carefully selected and their functions should be strictly educational, with assistants performing administrative duties. Present staff should be retained and volunteer teachers recruited for one year service in these schools, with the guarantee of transfer without prejudice if necessary. Staff must be closely involved in school policy formation and must be given up-to-date educational materials and supplies promptly. Other recommendations concern specialized personnel and their relationship with the teaching staff, the special needs and problems posed by the disturbed or educationally handicapped child, community involvement, and school integration. On-going evaluation and provisions for changes are also important. The proposal concludes with a resume of the More Effective Schools program in New York City. (NH)

ED 023 758 UD 006 685
Martin, John Henry

A Model Program for Educationally Deprived Children. CPA School Seminar Paper.

New Jersey Community Action Training Inst., Trenton.
Pub Date May 68
Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Cooperative Planning, *Demonstration Programs, *Disadvantaged Youth, Educational Diagnosis, *Educational Innovation, Educationally Disadvantaged, Nongraded Primary System, Part Time Jobs, Reading Consultants, Secondary School Students, *Slum Schools, Specialists, Supervisory Activities, Teacher Attitudes, Teacher Supervision, Vocational Education

Recommended are a series of educational changes which would enhance the schooling of poor children in slum schools. (1) The most important factor requiring change is teacher expectation of slum children. (2) Primary school levels should be upgraded. (3) Specialists should be grouped into a diagnostic treatment team led by a reading specialist who is responsible for the

classes of 10 to 15 teachers. Classroom teacher and specialist would cooperate to plan an individualized program for each child. (4) Educational supervision must shift from managerial functions to ones concerned with instructional process. (5) All junior and senior high school students of all income levels should have part-time jobs with exposure to a wide range of human services occupations. (6) Vocational education must be restructured so that youth are first employed and then educated in conjunction with the job. (NH)

ED 023 759 UD 006 688
Process of Change; The Story of School

Desegregation in Syracuse, New York.

Commission on Civil Rights, Washington, D.C.
Pub Date Jun 68
Note—29p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Classroom Integration, Compensatory Education Programs, Data, *Defacto Segregation, Educational Finance, Educational Parks, Educational Quality, Elementary Schools, Junior High Schools, Leadership Responsibility, Public Opinion, Reading Achievement, *School Integration, Teacher Responsibility, *Transfer Programs, *Urban Areas

Identifiers—New York, Syracuse

This report describes the events leading up to the desegregation of the public elementary and junior high schools in Syracuse and the effects and implications of the desegregation process. School officials were influenced in favor of school desegregation by the negative results of an extensive compensatory education program at a segregated junior high school. The 1965-1966 desegregation plan involved the closing of two predominantly Negro schools and the busing of about 900 elementary and junior high school pupils to integrated schools. Other Syracuse efforts towards educational equality included a special academic program to attract high ability Negro and white students to a formerly Negro elementary school and enriched elementary classes conducted on the Syracuse University campus. The report discusses the reactions of the Negro and white communities to desegregation, the effects of busing on the school program, the preservation of educational standards, and the leadership role of the school staff. Also discussed are the interracial tensions in the classrooms and the importance of the teacher's preparation for work in desegregated schools. The construction of educational parks to replace existing elementary schools is proposed. (LB)

ED 023 760 UD 006 705

Demonstration School for Educationally Disadvantaged Children (Ollinda School).

Dade County Board of Public Instruction, Miami, Fla.
Pub Date 67
Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Demonstration Centers, *Disadvantaged Youth, *Educational Programs, *Federal Programs, *Planning, Program Planning, *Project Applications, Public Schools, School Location, School Planning, Urban Schools

Identifiers—Dade County, Elementary and Secondary Education Act, ESEA, *Florida

This document is the application for an Elementary and Secondary Education Act, Title III, grant for planning a Demonstration School for educationally disadvantaged children in Dade County, Florida. The required statistical data are provided. The objectives of the project include evaluation of proposed sites in the target area, the development of plans for construction, and equipping the new school. The requested grant would also be used to plan appropriate educational programs for seven elementary and two junior high schools, and one middle and one senior high school. (NH)

ED 023 761 UD 006 706

An Evaluation of the Special Educational Project for Migrant Children in Dade County Public Schools, Miami, Florida.

Special Educational Project for Migrant Children, Naranja, Fla.

Pub Date Jul 66

Note—61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—Educational Needs, *Educational Programs, Inservice Teacher Education, Instructional Materials, Kindergarten, Language Arts, Migrant Adult Education, *Migrant Child Education, *Program Descriptions, Program Development, *Program Evaluation, Psychological Evaluation, Public Relations, Remedial Programs, Rural Schools, School Social Workers, Student Records

Identifiers—Dade County, *Florida

Evaluated are the various features of a project for the education of migrant children in a rural section of Florida. The objectives of the program were to ascertain the special educational needs of this population and to develop programs to meet their needs; to offer necessary supplemental and remedial activities and social and educational experiences for kindergarten-age migrant children; and to develop a prototypal pilot program. The kindergarten and language arts programs are described, and information on classroom materials is included. Also reported are the inservice training and adult education activities and the role and functions of the visiting teacher-social worker in migrant communities. An important facet of the project was the introduction of record-keeping procedures which enabled identification of migrant children in the schools. Another feature was the attempt to obtain a psychological evaluation and a record of reading scores of all the migrant children. (NH)

ED 023 762 UD 006 709

Thompson, Charles And Others

Narrative Description of the N.C. Advancement School, Final Report.

Learning Institute of North Carolina, Durham.

Pub Date 67

Note—58p.

EDRS Price MF-\$0.50 HC-\$3.00

Descriptors—Curriculum Development, Curriculum Research, Educational Finance, *Educational Research, *Grade 8, Inservice Teacher Education, Junior High School Students, Males, Remedial Programs, *Residential Programs, Residential Schools, Testing Programs, *Underachievers

Identifiers—Carnegie Corporation, North Carolina Advancement School, Office of Education, State Department of Education

This report describes a residential remedial school for high potential underachieving grade 8 boys selected from public schools across the state. The school had four terms of two to three months duration each year, and attendance each term averaged about 200 boys and 25 visiting teachers from the same public school systems. The visiting teachers received inservice training in the problems of underachievement. On the basis of demographic and psychodynamic data gathered from its pupils, the school conducted several research studies related to underachievement. In addition, a number of learning programs were "empirically", "intuitively" developed from the direct interaction between students and teachers. These programs and the approach of the school in general were characterized by "experiential" materials and methods wherein relevance to students' needs and interests figured prominently. The effectiveness of the learning programs was demonstrated in a 1966-67 field testing program involving 6,000 public school students. The report includes brief descriptions of some of the learning programs and of the research studies which were conducted. (LB)

ED 023 763 UD 006 710

South Miami Junior High School Curriculum Project.

Dade County Public Schools, Miami, Fla.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [67]

Note—146p.

EDRS Price MF-\$0.75 HC-\$7.40

Descriptors—*Compensatory Education Programs, Diagnostic Tests, *Disadvantaged Youth, *Experimental Curriculum, Field Trips, Home Economics Education, *Inservice Teacher Education, *Junior High School Students, Language Arts, Physical Education, Post Testing, School Integration, Science Education, Shop Curriculum, Small Group Instruction, Social Studies, Student Improvement, Teacher Aides
Identifiers—Dade County, Florida, South Miami Junior High School

This report contains an extensive description of the efforts made by the South Miami Junior High School (Dade County, Fla.) to accommodate an influx of disadvantaged children. The school instituted an inservice teacher workshop on the problems of desegregation and developed an experimental curriculum for a selected group of 50 Negro and white disadvantaged seventh-graders. Each student was given a series of diagnostic tests and then received instruction according to his ability. The students were also divided into four small groups for a program to improve their language arts skills. University student aides were used to provide more individual instruction. Pretesting and posttesting indicated growth in all instructional areas, especially in writing and mathematics; all these gains were substantially greater than their gains in previous years. The students also demonstrated improved attitudes toward school and self by better attendance and more classroom and extracurricular participation. Recommendations for continued efforts are made. (EF)

ED 023 764 UD 006 711

Kvaraceus, Williams C. And Others
Poverty, Education and Race Relations: Studies and Proposals.

Pub Date 67

Available from-Allyn and Bacon, Inc., 150 Tremont Street, Boston, Massachusetts.

Document Not Available from EDRS.

Descriptors-Annotated Bibliographies, Civil Rights, *Economic Disadvantage, Educational Change, *Educational Problems, Employment Opportunities, Foreign Countries, Human Relations, Intergroup Education, Low Motivation, Minority Groups, Negroes, Negro History, Political Socialization, *Race Relations, *Social Discrimination, Social Services, Suburbs, Urban Areas

The 14 papers in this book discuss and suggest ways of dealing with the effect of poverty and discriminatory race relations on education. The bulk of them were developed for a series of 28 television programs, which later served as the basic unit for the 1966 institute for teachers on the disadvantaged at Tufts University. The subjects treated are social services and social change; education, employment, and civil rights for Negroes; human relations in urban and suburban settings; the Negro in American history; the importance of an interracial learning experience; wasted talent as a result of low motivation and achievement; educational change; methods and materials in intergroup education; political socialization and race relations; employment opportunities for members of minority groups; and human rights in world affairs. A selected annotated bibliography follows the papers. (EF)

ED 023 765 UD 006 713

Harootyan, Berj
Self-Other Relationships of Segregated and Desegregated Ninth Graders.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 8 Feb 68

Note-14p.; Paper presented at annual meeting of American Educational Research Assn. (Chicago, Ill., February 8, 1968.)

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors-Analysis of Variance, Caucasians, Identification (Psychological), Junior High School Students, *Negroes, Racial Integration, Racial Segregation, *Research, Rural Schools, *Self Concept, Tables (Data)

Identifiers-Delaware, Self Social Symbol Tasks

Self concept was studied in three groups of adolescents-desegregated Negroes, segregated Negroes, and whites. A proportional sample consisted of ninth grade students in a rural county in Delaware which by 1965 was desegregated through the eighth grade. A composite score was used of the eight Self-Social Symbol Tasks: esteem, dependency, individuation, centrality, complexity, grouping, identification, and power. Identification appears to be the factor yielding the most significant differences among the three groups. Segregated Negroes tend to identify most with significant others, whereas whites identify least. In general, this pattern was also revealed in the analysis of variance of the mother, father, teacher, and friend items of the identification tasks. It is speculated that the segregated Negroes' identification with significant others reflects a need for social approval. Statistical data are presented in three tables. (NH)

ED 023 766

Kozol, Jonathan

Death at an Early Age: The Destruction of the Hearts and Minds of Negro Children in the Boston Public Schools.

Pub Date 67

Available from-Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107 (\$4.95)

Document Not Available from EDRS.

Descriptors-Administrator Attitudes, Caucasian Students, Course Content, Elementary School Students, *Negro Students, Public Opinion, Racial Attitudes, School Segregation, *Self Concept, *Social Discrimination, *Student Reaction, *Teacher Attitudes, Textbook Bias

Identifiers-Boston, Massachusetts

This book recounts the author's experience of teaching in a predominantly Negro elementary school in Boston as part of a program to upgrade segregated schools. He describes specific incidents to convey the bigoted attitudes of the teachers and other authorities, which he feels were manifest in their behavior and in the curriculum and activities of the school. These attitudes and the unjust treatment have caused the students to feel a debilitating sense of inferiority. (EF)

ED 023 767

Kibler, Robert J., Ed.

A Two-Year Report on the Experimental Freshman Year Program. Chapter I, Introduction.

Southern Illinois Univ., Carbondale.

Pub Date 15 Nov 64

Note-20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors-Academic Achievement, *College Admission, *College Freshmen, *College Programs, Curriculum Design, *Educational Research, *Experimental Programs, Low Achievers, Research Design, *Underachievers

Identifiers-Experimental Freshman Year Program, Southern Illinois University

This chapter is published as the introduction to a six-chapter interim report on an experimental program at Southern Illinois University. 275 graduating high school seniors in the bottom one-third of their class were identified as high potential low achievers and admitted into the University to participate as experimental and control subjects in a special curriculum program during their freshman year. These students were randomly assigned into two experimental and two control groups. 200 university freshmen from the upper two-thirds of their graduating class were divided into two norm groups. One-half of the students in each of the six groups had composite scores on the standardized entrance examination above the mean for all freshmen entering in 1962. The other half had scores below the latter mean. Subjects in experimental Group I participated in a special core curriculum program and those in experimental Group II took part in a counseling program, received remedial instructions, and were enrolled in a number of general education courses. Control subjects in Group III had only administrative contact with the program. Various research questions related to the program and its impact are under investigation. (For other chapters of this report, see UD 005309, UD 005310, UD 006859, UD 006860, and UD 006861.) (LB)

ED 023 768

Kibler, Robert J., Ed.

A Two-Year Report on the Experimental Freshman Year Program. Chapter II, A Review of Research Literature Concerning Low Achievers.

Southern Illinois Univ., Carbondale.

Pub Date 1 Sep 64

Note-137p.

EDRS Price MF-\$0.75 HC-\$6.95

Descriptors-Ability Identification, *Academic Achievement, Bibliographies, College Admission, Dropouts, Experimental Programs, Higher Education, Literature Reviews, *Low Achievers, *Overachievers, Prediction, *Research Reviews (Publications), Underachievers

Identifiers-Experimental Freshman Year Program, Southern Illinois University

This chapter, published as part of an extensive report on an experimental college program for low-achieving students, provides a comprehensive review of recent research literature related to low-achievers. Organized into several sections, the review deals with literature on identifying

UD 006 714

over-and under-achievers, factors related to achievement and under-achievement, predicting achievement, and experimental efforts to improve achievement. Also discussed is literature concerned with academic achievement, college admissions policy, and attrition in higher education. A lengthy bibliography is presented. (For other chapters of this report, see UD 005309, UD 005310, UD 006860, and UD 006861.) (LB)

ED 023 769

Kibler, Robert J., Ed.

A Two-Year Report on the Experimental Freshman Year Program. Chapter III, Procedures.

Southern Illinois Univ., Carbondale.

Pub Date 64

Note-70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors-Academic Achievement, College Admission, *College Freshmen, College Programs, Control Groups, Curriculum Design, Data, Educational Research, Experimental Groups, *Experimental Programs, Interviews, Low Achievers, *Research Design, Selection, Student Characteristics, Student Testing, *Underachievers

Identifiers-ACT & Southern Illinois University, American College Test, Experimental Freshman Year Program

This chapter outlines the procedures followed in an experimental program for low-achievers during their freshman year at Southern Illinois University. Specifically described are the experimental design, selection of subjects, and the treatment according to the experimental, control, and norm groups. In addition, the sample group is described in terms of attitudes, background, sex differences, and performance on the American College Test battery. Appended are copies of various letters distributed to persons involved in the program and a detailed description of the interview and testing procedures. (For other chapters of this report, see UD 005309, UD 005310, UD 006858, UD 006859, and UD 006861.) (LB)

ED 023 770

Kibler, Robert J., Ed.

A Two-Year Report on the Experimental Freshman Year Program. Chapter IV, Results.

Southern Illinois Univ., Carbondale.

Pub Date 10 Oct 64

Note-115p.

EDRS Price MF-\$0.50 HC-\$5.85

Descriptors-Academic Achievement, *College Freshmen, College Programs, *Data, *Experimental Programs, Grade Point Average, Low Achievers, Prediction, *Program Effectiveness, Research, School Holding Power, Statistical Analysis, Test Results, *Underachievers

Identifiers-Experimental Freshman Year Program, GCT, General Culture Test, Southern Illinois University

Chapter IV describes the interim findings of an experimental program for underachieving high school graduates during their freshman year at Southern Illinois University. The statistically analyzed data are presented and discussed under four headings-(1) Subjects' occupation or whereabouts in the year following their participation in the program, (2) retention of subjects during the freshman year and during their sophomore year when they were enrolled in the regular university curriculum, (3) quality of subjects' academic performance, and of subjects' performance. Appendixes contain cumulative grade point average data, term grade point average data, and other relevant information. (For other chapters of this report, see UD 005309, UD 005310, UD 006858, UD 006859, and UD 006860.) (LB)

ED 023 771

Adams, William T., Ed.

The Monte Vista Story; an Evaluation Report on the Monte Vista Project. Interviews with Basic Instructors.

Colorado Univ., Boulder. Extension Division.

Report No-UCED-R-411965-A

Pub Date 65

Note-57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors-Community Problems, *Economically Disadvantaged, Economic Disadvantage, Instructional Aids, *Interviews, Minority Role, *Poverty Programs, Spanish Americans, Unemployment, *Volunteer Training, Welfare Problems

UD 007 424

Identifiers—Colorado, Monte Vista, *VISTA Project, Volunteers in Service to America

To be used as teaching aids, these interviews were developed in a training program for VISTA volunteers in Monte Vista, Colorado, during the summer of 1965. The instructors, whose comments constitute a major scope of the document were mothers, ex-delinquents, school dropouts, and young unwed mothers from the poverty area. It is felt that this technique can encourage the trainees to study the interview process as well as to learn about the life of the disadvantaged. (For the full evaluation of the training program, see UD 005652.) (EF)

ED 023 772 UD 007 516

Clemens, Donald J., Ed. And Others

Seminar on Urban Transformation.

Paducah Junior Coll., Ky.

Pub Date 68

Note—108p.

EDRS Price MF-\$0.50 HC-\$5.50

Descriptors—*City Improvement, Community Problems, Community Resources, *Industry, Low Rent Housing, *Planned Community, Seminars, Transportation, *Urban Areas, *Urban Renewal

Identifiers—Kentucky, Missouri, Paducah, Saint Louis

Using a grant under Title I of the Higher Education Act, during the 1967-1968 school year Paducah Junior College initiated a series of seminars for community leaders on the problems of urbanization. The program subsequently was expanded—(1) to present a series of public lectures on topics related to community needs, (2) to create a working relationship between the city administration and the academic community to gather data on community conditions by using the research facilities of the university, and (3) to initiate an experimental program in the performing arts in disadvantaged areas to develop rapport which could be used in solving community problems. The public lectures, which make up the bulk of the report, deal with urban renewal efforts in St. Louis, a low-income housing project in Paducah, the status of civic beautification in the city, and ways that a community can attract desirable industry. Also included is a brief descriptive final report on the activities and expenditures of the project. (EF)

ED 023 773 24 UD 007 517

Atkinson, Richard C. Suppes, Patrick

An Automated Primary-Grade Reading and Arithmetic Curriculum for Culturally Deprived Children. Final Report.

Stanford Univ., Calif.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-0684

Pub Date Aug 68

Contract—OEC-5-10-050

Note—211p.

EDRS Price MF-\$1.00 HC-\$10.65

Descriptors—Academic Performance, *Arithmetic Curriculum, College School Cooperation, *Computer Assisted Instruction, Computers, Data Analysis, *Disadvantaged Youth, Experimental Programs, *Individualized Curriculum, Negro Students, Primary Grades, Programmed Instruction, *Reading Programs

Identifiers—California, East Palo Alto, IBM 1500 1800 CAI, Stanford Brentwood Project

This project's main objective in developing and implementing a computer-assisted instruction laboratory program in mathematics and initial reading was to individualize instruction so that each child could progress at his own pace through a subset of materials best suited to his aptitudes and abilities. This theory of instruction attempts to optimize the learning situation by manipulating such variables as the content, nature, and sequence of presentation. Minority-group students (approximately 80 percent Negro) received various combinations of the instruction from 1966 to 1968. During 1965-66 members of the project staff prepared parents and teachers for the technological innovation. The problems in putting the system into operation and the methods by which the students were introduced to the laboratory and its materials are described. It is felt that although much data remain to be analyzed, the findings of this project can serve as a basis of a theory of individualized instruction which would span the diversity and skills found in learning elementary school subjects. (EF)

ED 023 774 UD 007 615

Gumpert, Peter Gumpert, Carol

The Teacher As Pygmalion: Comments on the Psychology of Expectation.

Pub Date Sep 68

Note—5p.

Journal Cit—The Urban Review; v3 n1 p21-25

Sep 1968

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Classroom Environment, *Disadvantaged Youth, Educational Experiments, Elementary School Students, *Intellectual Development, Perception, Psychological Characteristics, *Research Reviews (Publications), Student Attitudes, Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior

Although this review of "Pygmalion in the Classroom," an experimental study of the effect of positive teacher expectations on the intellectual development of their disadvantaged students, generally affirms the findings of the experiment, it points out that (1) since the average improvement of the experimental elementary school children was strongly associated with the improvement of the control children in the same classroom, the unit of analysis should have been the average intellectual gain of the children in the classroom as a whole rather than the gain of the individual child, and (2) in presenting their findings the experimenters suggested only the probable stability of their results but did not account for the apparent magnitude of their variables in the total context of their research. The review also speculates about how the teachers fulfilled the prophecy that positive expectations would increase student intellectual gains, particularly how they may have interpreted ambiguous events to confirm their positive attitudes and how increases in their interpersonal warmth may have led to superior student performance. (EF)

ED 023 775 UD 007 616

Dienstfrey, Harris

Outside the Expected.

Pub Date Sep 68

Note—2p.

Journal Cit—The Urban Review; v3 n1 p26-27

Sep 1968.

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—Classroom Environment, *Disadvantaged Youth, Heterogeneous Grouping, *Individual Power, *Intellectual Development, *Research Reviews (Publications), Student Teacher Relationship, Teacher Attitudes, *Teacher Behavior

Identifiers—Pygmalion in the Classroom

In examining the findings of "Pygmalion in the Classroom," an experimental study of the positive effects of favorable teacher expectations on the intellectual development of disadvantaged elementary school students, this review speculates about why the experimental students, whom the teachers expected to improve, and the control students, who were not designated as "spursers", both were able to make gains in their scores on an intelligence test. It is felt that this finding can be attributed to the impact and influence of the experimental students on the controls in the heterogeneously grouped classrooms and to the determination of individual experimental and control students, regardless of the expectations of their teachers. Evidence for this second speculation is based on the finding that not all the experimental students showed IQ gains, some even decreased, and that some control students matched the top IQ scores of the experimental students. (EF)

ED 023 776 24 UD 007 618

Hawkrige, David G. And Others

A Study of Selected Exemplary Programs for the Education of Disadvantaged Children: Part I. Final Report.

American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No—AIR-752-9-68-FR

Bureau No—BR-8-9013

Pub Date Sep 68

Contract—OEC-0-8-089013-3515 (010)

Note—118p.

EDRS Price MF-\$0.50 HC-\$6.00

Descriptors—Bibliographies, Cognitive Ability, Cognitive Measurement, *Compensatory Education Programs, Cost Effectiveness, Data

Analysis, Data Collection, *Disadvantaged Youth, Guidelines, *National Surveys, Program Design, *Program Evaluation, Research Methodology, Urban Schools

The principal aims of this study were to identify, select, analyze, and describe educational programs for culturally disadvantaged children from preschool through grade 12 which had yielded measured benefits of cognitive achievement. Identification and selection were accomplished through a literature search and the advice of a panel of experts. Site visits to 98 programs in 31 urban areas assisted in further selection and provided data for analysis. Twenty-one programs were designated as exemplary; in each, pupils had achieved statistically significantly better scores on standardized tests than had controls, or than national normative figures. In Part I of the Final Report the study is described and a tentative analysis of the programs' components is presented. Conclusions include guidelines for program and design and evaluation and possible approaches to cost-effectiveness analysis for compensatory education programs. Extensive bibliographies are also included. (For Part II of this report see UD 007619.) (Author)

ED 023 777 24 UD 007 619

Hawkrige, David G. And Others

A Study of Selected Exemplary Programs for the Education of Disadvantaged Children: Part II. Final Report.

American Inst. for Research in Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No—AIR-752-9-68-FR

Bureau No—BR-8-9013

Pub Date Sep 68

Contract—OEC-0-8-089013-3515 (010)

Note—341p.

EDRS Price MF-\$1.50 HC-\$17.15

Descriptors—*Compensatory Education Programs, *Disadvantaged Youth, Elementary Grades, Mexican Americans, *National Surveys, Negro Students, Preschool Programs, Program Budgeting, *Program Descriptions, Program Design, *Program Evaluation, Puerto Ricans, Reading Instruction, School Personnel, Secondary Schools, Tables (Data), Test Results, Urban Schools

In Part II of this Final Report each of 21 successful compensatory education programs, preschool through grade 12, is described in enough detail to permit a school district to make a preliminary decision about the desirability of attempting a local replication. Most of the programs are inner-city projects for Negroes, Puerto Ricans, and Mexican-Americans. (For Part I of this report, see UD 007618.) (Author)

ED 023 778 24 UD 007 621

Nunez, Louis Bahn, Charles

National Conference: Meeting the Special Educational Needs of Urban Puerto Rican Youth. Final Report.

Aspira, Inc., New York, N.Y.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-8-8048

Pub Date 30 Sep 68

Grant—OEC-0-8-088048-3695

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—*Conferences, *Educational Needs, Followup Studies, *Puerto Ricans, Questionnaires, *Urban Schools

To identify the educational problems of Puerto Rican youth in the United States, Aspira Inc. sponsored a 2-day conference for educators and leaders of Puerto Rican and Spanish-speaking communities in 37 cities in 19 states. A commissioned study, "The Losers" (UD 007622), served as a stimulus for discussion by the participants. The conference proceedings have been disseminated (UD 007623) and a followup questionnaire has been sent to the participants to determine the success of the conference and to learn what specific action has been taken in various communities to improve the education of Puerto Rican youth. (EF)

ED 023 779 24 UD 007 622

Margolis, Richard J.

The Losers: A Report on Puerto Ricans and the Public Schools.

Aspira, Inc., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-8048
Pub Date May 68
Grant—OEG-0-8-088048-3695
Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Academic Achievement, Dropouts, *Educational Needs, Individual Power, Parent School Relationship, *Puerto Ricans, Student Attitudes, Student Mobility, Tables (Data), Teacher Attitudes, *Urban Schools

Puerto Rican youth lag behind white and Negro students in mathematical and verbal ability and reading comprehension and, although data seem incomplete, many of them seem to drop out of school because they feel alienated in the English-speaking school and because they feel a debilitating sense of a lack of control over what happens to them. Efforts have been made to change the attitudes of teachers toward their Puerto Rican pupils (e.g. trips to Puerto Rico and seminars to discuss mutual problems), but they have been ineffective; it may be more important to staff schools with Puerto Ricans and to introduce Puerto Rican culture into curriculum and textbooks than to try to change attitudes. It has been shown that Puerto Rican youth receiving bilingual instruction can simultaneously learn the subject matter in Spanish and acquire skills in the use of English. Also, for parents to help their children, they must be involved in the schools, and liaison, possibly through bilingual mediators, must be established to permit them to express their grievances and problems. (EF)

ED 023 780 24 UD 007 623

"Hemos Trabajado Bien"; A Report on the First National Conference of Puerto Ricans, Mexican-Americans, and Educators on "The Special Educational Needs of Urban Puerto Rican Youth" (New York City, May 14-15, 1968).

Aspira, Inc., New York, N.Y.

Spons Agency—Carnegie Corp. of New York, N.Y.; New York State Education Dept., Albany; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-8048

Pub Date May 68

Grant—OEG-0-8-088048-3695

Note—78p.

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors—Bilingualism, College Preparation, Community Development, Curriculum, *Educational Needs, Instructional Materials, Intervention, Parent Attitudes, Political Power, *Puerto Ricans, School Community Relationship, Self Concept, Student Attitudes, Teacher Attitudes, *Urban Schools

Identifiers—Aspira Inc., City University of New York, Project SEEK

These proceedings consist primarily of brief summaries of conference workshops on (1) teacher attitudes, (2) student attitudes, (3) curriculum and textbooks, (4) parent attitudes and community involvement, (5) the role of special efforts and programs, (6) preparation for post-secondary education, (7) positive self-identity and group life, and (8) public politics and community power in education. Two papers are also included: Frank Bonilla, "Education and the Puerto Rican in the United States Today" and A. Bruce Gaarder, "Bilingualism in Education: Its Potential and Limits" (condensed). (See also UD 007621 and UD 007622.) (EF)

ED 023 781 24 UD 007 642

Congreve, Willard J.

Institutional Collaboration to Improve Urban Public Education with Special Reference to the City of Chicago (Urban Education Developmental Project). Final Report.

Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0346

Pub Date 15 Mar 68

Contract—OEC-3-7-070346-2881

Note—127p.

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors—Boards of Education, Community Organizations, Community Problems, Community Study, *Educational Improvement, *Feasibility Studies, Interinstitutional Cooperation, Program Descriptions, Public Education, Research and Development Centers, School Systems, *Slum Schools, Universities, *Urban Education

Identifiers—Chicago Public Schools, Project East Woodlawn, Project Woodlawn, The Woodlawn Organization, T.W.O., University of Chicago, Urban Education Developmental Project, Woodlawn Experimental District

This feasibility study sought (a) to determine how the University of Chicago, The Woodlawn Organization, and the Chicago Public Schools could collaborate to improve inner-city public education, and (b) to develop an operational plan for such collaboration. Necessary collaborative dialogue was developed and maintained through the creation and operation of the Woodlawn Community Board, a 21-member group consisting of seven representatives each from the Chicago Public Schools, The Woodlawn Organization, and the University of Chicago. The project staff undertook to answer four questions: (a) What are the critical problems and educational needs in the East Woodlawn community? (b) What new ideas can be generated and implemented in response to the problems and needs? (c) What new ways of working together need to be established? (d) How can the new institutional relationships and activities be financed? As a result of the study, the Chicago Board of Education established the Woodlawn Experimental District and identified a stream of three schools (K-6, 7-8, 9-12) for initial experimentation. It also recognized the Woodlawn Community Board as the body which will review all activities related to the experiment and make recommendations concerning them to the General Superintendent and the Chicago Board of Education.

ED 023 782 VT 000 151

Wright, Elizabeth

Women in the World of Work.

Tennessee Occupational Research and Development Coordinating Unit, Knoxville.

Pub Date May 67

Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—Bibliographies, Females, Graphs, *Literature Reviews, Social Change, Statistical Data, Vocational Education, *Women's Education, *Working Women

Economic, social, and cultural changes in American society have contributed to a significant increase in the number of women in the work force. A review of existing literature concerning "women in the world of work" form the basis of this document. Fourteen graphics contribute to the detailed study of statistical data. The review cites descriptions of the forces affecting change, characteristics of women workers, and the psychological, social, and economic factors affecting the decision to work. To supplement the interpretation and reaction to the current literature, a conference of leaders in fields directly concerned with the training and employment of women was conducted. Implications, conclusions, and opinions are included for education, business education, and office occupations, guidance, health, home economics, business and service areas. An 80-item bibliography is included. (FP)

ED 023 783 VT 000 600

The High School Vocational Stenographic Program: Tentative Report (Report on the Curriculum Workshop, June 14 - July 2, 1965).

Pub Date 65

Note—179p.

EDRS Price MF-\$0.75 HC-\$9.05

Descriptors—Educational Objectives, Grade 11, Grade 12, High Schools, *Office Occupations Education, *Secretaries, State Programs, *Stenographers, *Time Blocks

The purpose of the study was to develop a set of guidelines for the implementation of the Vocational Education Act of 1963 as applicable to the stenographic area in business and office education at the secondary school level in the state of Ohio. Part One presents the history and present status of government-supported vocational business education and the forces affecting the demand for this program. Part Two gives the nature, philosophy, and functions of the high school vocational stenographic program. Part Three gives the content of the high school vocational stenographic program which includes three plans: (1) 15 hours of instruction per week for 2 years in the 11th and 12th grades, (2) 18 hours and 45 minutes per week for 2 years, and (3) 22 hours and 30 minutes per week for 2 years. Each unit of instruction includes an introduction, time allot-

ment, objectives and suggested content (course outlines). Some units covered are: (1) typewriting skill, (2) transcription skill, (3) filing, (4) mathematical skills, (5) business machines, (6) duplicating processes, (7) the American business and economic system, (8) bookkeeping, (9) legal terminology, (10) human relations, (11) proper grooming, (12) self-improvement, and (13) upgrading stenographic knowledges. (PS)

ED 023 784 VT 001 168

Data Processing; a Suggested Two-Year Post High School Curriculum. Second Edition.

Washington State Board for Vocational Education, Olympia.

Pub Date Aug 63

Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—*Curriculum, *Curriculum Guides, *Data Processing, *Data Processing Occupations, Post Secondary Education

The major objective of this program is to prepare a technically qualified data processing technician who can assist a systems analyst in designing a logical systems approach to solve data handling problems, develop detailed data processing procedures, wire control panels or write programs, document these procedures in a professional manner, develop test data, and test the procedures and programs. Description, hours required, and course outlines are given for the following courses: (1) Introduction to Data Processing Principles, (2) Unit Record Processing Equipment, (3) Data Processing Applications 1, 2, and 3, (4) Introduction to Engineering Applications, (5) Basic Computer Systems, (6) Computer Programming 1, 2, 3, 4, and 5, (7) Systems Development and Design 1, 2, and 3, (8) Accounting 1, 2, and 3, (9) Principles of Statistical Analysis 1 and 2, (10) Business Organization, (11) Data Processing Mathematics, 1, 2, and 3, (12) Communications Skills 1, 2, and 3, and (13) Social Science 1, 2, and 3 (Industrial Psychology, Supervisory Training, and Industrial Economics). (PS)

ED 023 785 VT 001 352

Business Education; Progress Report and Programs Developed Under Manpower Development and Training Act.

California State Dept. of Education, Sacramento. Bureau of Business Education.

Pub Date 64

Note—102p.

EDRS Price MF-\$0.50 HC-\$5.20

Descriptors—*Adult Vocational Education, *Business Education, Followup Studies, Job Placement, *Program Development, *Program Evaluation, Student Characteristics

Identifiers—California, *Manpower Development and Training Act Programs, MDTA Programs

Over 47 percent of the Manpower Development and Training Act (MDTA) projects have been in the field of business. This report reviews progress in developing these training programs in California over the past two years and identifies characteristics of some of the procedures involved in organizing, supervising, and evaluating such training. By June 30, 1964, 1,371 people had been enrolled in MDTA stenographic training; 1,256 in MDTA clerk-typists courses, and 958 in all other business courses. Of these, 1,965 completed training, 683 were in training on June 30, 1964, and 937 were classified as drop-outs. Of those who had completed training and for whom job placement figures were available, 70 percent of the stenographers, 64 percent of the clerk-typists, and 56 percent of all other business trainees were placed in training related jobs. Characteristics of trainees, some problems and issues in MDTA needing research, opinions of persons involved in the program for evaluation, and a follow-up study by Fresno City College of a stenographic MDTA program are included. (PS)

ED 023 786 08 VT 001 950

Auto Mechanics; Methodology. Technical Instruction Manual.

Systems Operation Support, Inc., King of Prussia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-1332

Pub Date Sep 66

Grant—OEG-1-6-000242-0618

Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—*Auto Mechanics (Occupation), *Engines, High Schools, Maintenance, Motor Vehicles, *Programmed Texts, Repair, Sequential Approach, *Trade and Industrial Education

This student instruction manual was written in conformance with selected criteria for programed instruction books as developed previously for various military training courses. The manual was developed as a part of "A Study of the Effectiveness of a Military-Type Computer-Based Instructional System When Used in Civilian High School Courses in Electronics and Automechanics" (VT 006 916). The material concentrates upon knowledge required for logical and systematic gathering of symptoms, analysis of these, and a logical step-by-step methodology of isolation to a section, a component, renewal and replacement or direct repair of the component and then an operational check to determine that the automobile will perform satisfactorily. Subject matter areas and sub-topics include (1) ignition system, functional description and components of the ignition system, (2) fuel system, purpose of the fuel system, fuel components, and operational combination requirements, (3) Engine analysis, basic starting tests and detailed tests for hard starting, and (4) tune-up procedures, types of test equipment, engine tune-up, and road testing. The activities included are those which can benefit the most from a systematic approach applicable generally to any problem which might arise. (HC)

ED 023 787

VT 002 142

Scoggins, Will
Labor in Learning: Public School Treatment of the World of Work.

California Univ., Los Angeles. Center for Labor Research and Education.

Pub Date 66

Note—115p.

Available from—Institute of Industrial Relations, University of California, Los Angeles, California 90024 (\$2.00).

EDRS Price MF-\$0.50 HC-\$5.85

Descriptors—*Content Analysis, Economics, Employment, High Schools, Instructional Materials, *Labor Unions, Orientation, *Social Studies, Teacher Attitudes, *Textbooks, Vocational Development, Work Attitudes, Work Environment

Identifiers—California, Los Angeles County, World of Work

The purpose of this study was to determine what 11th and 12th grade students in social studies classes in Los Angeles County are being taught about what it means to be an employee, i.e., the responsibilities, regulations, problems, rights, and benefits of being a wage or salary earner. Personal interviews, questionnaires, check lists, and tally sheets were used with teachers, publishing company salesmen, and others to obtain responses to questions such as: (1) How is the American labor movement, its history, contributions, problems, and ambitions, presented in the required textbooks and courses of social studies in public high schools? and (2) Are adequate space and explanation devoted to the legislation regulating labor-management relations at the present time? The conclusion of the study was that youth are being taught what it meant to be an employee in the crafts or laboring class up to 1935; however, within the limits of this study, they are not being realistically oriented to the contemporary world of work. The appendixes include data such as the evaluation of 35 labor topics as presented in current textbooks. (CH)

ED 023 788

VT 002 426

Virginia Employment Commission, Richmond. Research, Statistics, and Information Div.

Pub Date 3 Jan 66

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Depressed Areas (Geographic), Employment Problems, Employment Programs, *Employment Services, *Federal Programs, *Manpower Utilization, Pilot Projects, Program Evaluation, *Relocation, *Unemployed

Identifiers—*Manpower Development and Training Act Programs, MDTA Programs, Virginia

The Appalachian region of Southwest Virginia was selected as a surplus labor area in a pilot project to show the effectiveness of using financial assistance to increase mobility and reduce unemployment. Most of the workers were

relocated in Alexandria, Newport News, Richmond, and Petersburg. Of the 920 unemployed workers interviewed, 200 were relocated an average distance of 300 miles with an average relocation allowance of \$194. Some findings were: (1) The relocation effort was aided by financial assistance, (2) The tendency to relocate was greater among young people, (3) The tendency to return after relocation was highest among the very young and the old, (4) Employers were willing to cooperate, and (5) Many factors other than financial assistance influenced the program's success. Some problems were: (1) Approximately 89 percent of those interviewed had financial reserves of less than \$100 which was not enough to tide them over until their first wages were received, (2) Recruiting for Job Corps and Manpower Development and Training Act classes was competitive with the relocation program, and (3) The time was insufficient to train the interviewers adequately. Some suggestions of the relocatees were: (1) Provide more detailed and specific job information, (2) Provide more help in locating housing and getting oriented, (3) Pay assistance money with less delay, and (4) Provide relocatees an opportunity to talk to employers before taking jobs. (DM)

ED 023 789

VT 002 489

Proceedings, Regional Seminar and Research Conference in Agricultural Education (Ithaca, November 8-10, 1967).

State Univ. of New York, Ithaca. Agricultural Education Div. at Cornell Univ.

Pub Date 67

Note—67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—*Agricultural Education, Agricultural Occupations, Conference Reports, Curriculum, Educational Information, *Educational Research, Occupational Information, Program Evaluation, *Seminars, Supervision, Teacher Education, Technical Education, *Vocational Education

Identifiers—North Atlantic Region, *Regional Seminar in Agricultural Education

Significant speeches, current research activities, and minutes of business meetings are reported for the conference attended by 74 participants and guests from 12 states and the U.S. Office of Education. Major presentations were: (1) "Whither Vocational and Technical Education," (2) "Department Position Paper on Vocational Education," (3) "Evaluative Criteria in Agricultural Education," (4) "Evaluation in Ornamental Horticulture," (5) "Instructional Areas in Agricultural Education," (6) "Reporting Agricultural Programs," (7) "Sociological Implications of Professionalism, Unionism, and Bureaucracy as Occupational Environments," (8) "A National Study of Employment Opportunities and Training Needs in Farming and Off-Farm Agricultural Business and Industry," (9) "Abstracts of Studies in Agricultural Education, 1966-67," (10) "Agricultural Education Research in 1966," (11) "Automatic Controls in Agriculture," (12) "A Plan to Meet the Vocational Education Needs of Citizens of a Low Income Community Appalachia," (13) "Educational Innovations Among Experienced Teachers of Agriculture in North Carolina," (14) "Development and Evaluation of Occupational Information in Agriculture," and (15) "The System of Agricultural Education in Yugoslavia and Its Effect on Agricultural Manpower Development." Summaries of three symposia are also included. (DM)

ED 023 790

VT 002 511

Nome Experimental and Demonstration Manpower Project. Final Report.

Alaska Office of the Governor, Juneau.

Spons Agency—Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.

Pub Date 66

Note—101p.

EDRS Price MF-\$0.50 HC-\$5.15

Descriptors—Cooperatives, Counseling Services, Culturally Disadvantaged, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Employment Problems, Experimental Programs, Federal Programs, Indigenous Personnel, Itinerant Teachers, Job Development, *Manpower Development, Program Descriptions, *Program Development, Recruitment, Rural Education, Student Characteristics, *Vocational Education, Vocational Schools

Identifiers—Alaska, *Manpower Development and Training Act Programs, MDTA Programs

During the first phase of this project, from June 1964 to November 1965, the effectiveness and feasibility of centralized training in offsetting the employment problems of rural Alaska were tested. Recruitment was handled through mail contacts with village councils and subsequent recruitment trips to the villages. Training at a state vocational school was aimed to prepare participants for jobs as airport servicemen, design-craftsmen, maintenance mechanics, and survey instrumentmen, and counseling was undertaken concurrently with training. Of the 217 enrollees, there were 127 graduates of whom 49 were placed in training-related jobs. Recommendations at the end of this period included a vocational education system of pre-apprenticeship training in the trades, pre-employment training in business skills, and basic education. During the second phase, November 1965 through June 1966, the services of the earlier period continued, and course offerings changed and expanded significantly. Of the 151 enrollees, there were 97 graduates of whom 31 secured training-related employment. Recommendations were for more effective relationships with employers and labor unions, coordination of government efforts, and use of indigenous instructors in future government programs. (JK)

ED 023 791

VT 002 513

Achievement Test Program.

Ohio State Dept. of Education, Columbus. Trade and Industrial Education Service.

Pub Date 67

Note—46p.

Available from—Ohio Trade and Industrial Education Service, Instructional Materials Lab., The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (no charge).

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—*Achievement Tests, Multiple Choice Tests, Program Descriptions, Test Construction, Testing, *Testing Programs, Test Interpretation, Test Reliability, Test Validity, *Trade and Industrial Education

Identifiers—Ohio Trade and Industrial Education Achievement Test

The Ohio Trade and Industrial Education Achievement Test battery is comprised of seven basic achievement tests: Machine Trades, Automotive Mechanics, Basic Electricity, Basic Electronics, Mechanical Drafting, Printing, and Sheet Metal. The tests were developed by subject matter committees and specialists in testing and research. The Ohio Trade and Industrial Education Services, Instructional Materials Laboratory, publishes and distributes the tests and provides the services of scoring, reporting, and evaluating test results. The tests have been continuously revised since 1958 through study of item analyses; content, construct, and predictive validities; reliability coefficients; and standard error of measurements. The trade tests, the Stanford Arithmetic Achievement Test, and the California Survey of Mental Maturity have been normed of the same population to allow generalizations about an individual's intelligence and achievement scores. The multiple-choice questions require the student to solve problems, analyze data, recall specific facts, react to generalizations, use abstractions, and put together parts to form a whole. Administration time for the various tests varies from 4 1/2 to 7 1/2 hours. The test results aid in curriculum reorganization and improvement of instruction, as well as provide information on student achievement. The appendixes provide test profile norms and a list of schools participating in the testing program. (HC)

ED 023 792

VT 002 524

Beima, James R., Comp.

Occupation Analysis as a Basis for Vocational Education Curriculum Change.

Alaska State Dept. of Education, Juneau. Div. of Vocational Education.

Pub Date [65]

Note—121p.

EDRS Price MF-\$0.50 HC-\$6.15

Descriptors—Career Choice, *Employment Statistics, *High School Students, Labor Force, *Occupational Choice, Occupational Surveys, Occupations, *Parents, State Surveys

Identifiers—Alaska

The objectives of the survey were to identify the types of employment available for each popu-

lation area in Alaska and to determine the occupational goals of high school students in the state, in order to provide a basis for evaluation of vocational education curricula. Of 15,308 high school students enrolled the first week of the 1966-67 school year, 14,581 students reported their father's occupation, mother's occupation, and their own vocational goal. Findings were: (1) 91 percent of the students' parents were employed in non-professional occupations, but only 25 percent of the students were receiving non-professional training to fill these existing jobs, (2) 75 percent of the students were receiving pre-college training required to fill 9 percent of the jobs, (3) 6,639 students reported their parents employed in areas utilizing skills learned in trade and industrial education, but only 2.8 percent of the students were receiving training in this area, (4) 5,099 students reported their mothers as full-time homemakers, and (5) 4,460 students reported their parents employed in areas related to business. The father's occupation, mother's occupation, and the student's vocational goal are tabulated. (PS)

ED 023 793 VT 002 525

Harris, Norman C.
Curriculum Development for Hawaii's Colleges with Emphasis on Occupational Education.
Hawaii Univ., Honolulu. Community College System.

Pub Date Jan 65
Note-113p.

EDRS Price MF-\$0.50 HC-\$5.75

Descriptors-Admission Criteria, *Community Colleges, Curriculum Planning, Educational Facilities, Educational Finance, Faculty Recruitment, *Program Administration, Program Development, *Program Guides, *Program Planning, Student Personnel Services, *Vocational Education

Identifiers-Hawaii

In 1964 the state enacted a Community College Act which established a statewide system of several community college campuses under the administration of the University of Hawaii Board of Regents. The community colleges, varying in size and program emphasis, are intended to be comprehensive in nature with a nucleus of college transfer and occupational programs. This report of a study by a consultant is to be used to establish guidelines for the development of occupational education programs. Skilled manpower, suggested educational programs, occupational education curriculum, student services, administration and staffing, facilities, and finance are discussed. Some of the recommendations were: (1) Establish a system of "open-door" comprehensive community colleges to expand educational opportunity throughout the state, (2) Use high-level advisory committees at a statewide level, (3) Adopt an over-all planning scheme on a "systems analysis" approach, (4) Provide for equal emphasis on occupational education and college-parallel education and be sure each administrator is in accord with this philosophy, (5) Conduct community surveys in each county before phasing into community college operation, (6) Strive to obtain a reasonable balance between local persons and persons from the mainland in the staffs, and (7) Keep the tuition as low as possible. (MM)

ED 023 794 VT 002 610

Binkley, Harold
Course of Study in Agricultural Occupations (Agricultural-Supply Businesses-Sales and Service) for Reidland High School, Department of Vocational Agriculture.

Kentucky Univ., Lexington. Dept. of Agricultural Education.

Pub Date Jan 67
Note-254p.

EDRS Price MF-\$1.00 HC-\$12.80

Descriptors-*Agricultural Supplies, *Agricultural Supply Occupations, *Curriculum Guides, High Schools, Teaching Guides, *Vocational Agriculture

This high school agricultural occupations teacher's guide was developed as part of a pilot program and tested at Reidland High School. The course objective is to develop skills and understandings needed in agricultural supply sales and service. Units are (1) Opportunities in Agricultural Occupations, (2) Orientation to the Training Program, (3) Organization of Distributive Businesses, (4) Agricultural Mathematics, (5) Human Relations and Personality Traits, (6)

Store Skills, (7) Salesmanship and Selling, (8) Feeds, (9) Seeds, (10) Fertilizers, and (11) Agricultural Chemicals. The outline for each unit contains (1) learnings needed to reach the objective, (2) suggestions for introducing the unit, (3) student goals, (4) information for providing the class instruction, (5) teaching suggestions, (6) suggested student participation, (7) decision making ideas, and (8) references. The one-year course should be used by teachers competent in agricultural sales and service. Pre-tests and post-tests for each unit, illustrations when needed for clarity, and evaluative questionnaires for completion by the teacher, student, and the employer or supervisor are included. (DM)

ED 023 795 VT 002 611

O'Donnell, Beatrice

Worker Requirements and Methods of Entry into Home and Community Occupations Related to Home Economics; Brief Descriptions of Specific Occupations Classified Into Six Clusters, Highlights of Areas of Work and Worker Trait Groups for Individual Occupations. Professional Education Series No. HE-7.

Michigan State Univ., East Lansing. Educational Publication Services.

Pub Date Jan 67

Note-204p.

EDRS Price MF-\$1.00 HC-\$10.30

Descriptors-*Educational Needs, *Employment Qualifications, *Home Economics Skills, *Occupational Clusters, Occupational Guidance, Occupational Home Economics, *Occupational Information, Occupations

Identifiers-Dictionary of Occupational Titles

Descriptions of 200 occupations from the "Dictionary of Occupational Titles" Volume I designate the area of work and worker trait group and the reference page in Volume II of the Dictionary. Each occupational description briefly outlines highlights of work performed, worker requirements, and training and methods of entry. Occupations are classified and alphabetically arranged into one of six clusters: (1) family, child care, care of the elderly, and health services, (2) clothing, textiles, and related art, (3) foods and nutrition, (4) housing, equipment, furnishings, and related art, (5) dry-cleaning and laundry services, and (6) non-domestic housekeeping, cleaning, maintenance, and miscellaneous services. Home economics-related occupations were identified by independent analysis of the third edition of the "Dictionary of Occupational Titles," Volume I. Lists were compared and organized into clusters. Value judgments of 136 knowledgeable persons were sought to three questions: (1) Is the occupation related to the cluster in which it is classified? (2) To what extent is home economics needed for job competence or job training? (3) What other professional, business, or industrial groups are involved? Results from the value judgements were the basis for selection of the occupations to be included in the listing. Related data are available in VT 002 621. (FP)

ED 023 796 VT 002 621

O'Donnell, Beatrice

Descriptions of Home and Community Occupations Related to Home Economics; Descriptions of Specific Occupations Classified Into Six Clusters, Index to Areas of Work and Worker Trait Groups for Individual Occupations. Professional Education Series No. HE-8.

Michigan State Univ., East Lansing. Educational Publication Services.

Pub Date Jan 67

Note-204p.

EDRS Price MF-\$1.00 HC-\$10.30

Descriptors-*Home Economics Skills, *Occupational Clusters, Occupational Guidance, Occupational Home Economics, *Occupational Information, Occupations

Identifiers-Dictionary of Occupational Titles

This bulletin is a reference tool for the identification of home economics-related occupations and requirements and methods of entry into these occupations. A full description of 200 home economics-related occupations as found in the "Dictionary of Occupational Titles" Volume I, and page references which will facilitate the location of descriptions of the "area of work" and "worker trait group" as indicated in Volume II of the Dictionary are presented. Occupations have been classified and alphabetically arranged into one of six clusters: (1) family relationships, (2)

clothing and textiles, (3) foods and nutrition, (4) housing and furnishings, (5) clothing maintenance, and (6) household maintenance and services. Home economics-related occupations were identified by independent analysis of the third edition of the "Dictionary of Occupational Titles," Volume I. Lists were compared and organized into clusters. Value judgments of 136 knowledgeable persons to the questions: (1) Is the occupation related to the cluster in which it is classified? (2) To what extent is home economics needed for job competence or job training? and (3) What other professional, business, or industrial groups are involved? were the bases for the wide variety listed. Condensed data are available in VT 002 611. A wide variety of occupational classifications, work areas, worker trade groups, and educational requirements are represented. (FP)

ED 023 797 VT 003 218

Taube, Carl A. Bryant, E. Earl

Employees in Nursing and Personal Care Homes: Number, Work Experience, Special Training, and Wages, United States, May-June 1964. Publication No. 1000, Series 12, No. 6.

Public Health Service (DHEW), Washington, D.C.

Pub Date Jan 67

Note-44p.

Available from-Government Printing Office, North Capital and H Streets, N.W., Washington, D.C. 20401 (F52.85/2:12/No. 6, \$3.00).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors-Employment Experience, Employment Statistics, Health Occupations Education, *Health Personnel, Job Tenure, *Nursing Homes, *Occupational Surveys, *Personal Care Homes, Professional Education, Salaries

This report of the findings of a survey of a sample of 1,073 resident institutions which provide nursing or personal care to the aged or chronically ill emphasizes employee work experience, special training, and wages. The median total experience for all nursing and professional employees in the type of job held at the time of the survey was 4.1 years with a high of 11.1 for registered nurses and a low of 2.5 years for nurse aides. Almost half of the employees had no experience prior to their current jobs. Two of every five employees, but only 11 percent of the professional staff other than nurses, had been in their jobs less than 1 year. The turnover rate was highest for proprietary and least for government facilities. The best attended special courses were those treating nursing care of the aged and almost as well attended were those on mental or social problems of the aged or chronically ill, physical therapy or rehabilitation, and nutrition or food services. The median weekly salary was \$48, ranging from a low of \$44 for nurse aides to \$87.00 for registered nurses and \$89 for other professionals. In general, wages were related to length of work experience. The survey instruments and related information are included. (JK)

ED 023 798 VT 003 244

Inhalation Therapy Technicians.

Springfield Technical Inst., Mass.

Pub Date [65]

Note-26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors-Clinical Experience, *Curriculum, Educational Facilities, *Health Occupations Education, *Inhalation Therapists, Program Development, Program Guides, Student Records

A 10-month program to be conducted cooperatively by the Springfield Technical Institute and Mercy Hospital, Springfield, consists of 1,206 hours, including 700 hours of clinical practice, and aims at preparation to (1) administer gases by means such as catheter, tents, hoods, (2) assemble and apply pressure devices to the patient, (3) assemble equipment for and instruct the patient in aerosol therapy, (4) maintain, service, and repair equipment, and (5) maintain records on patients receiving inhalation therapy. Component courses in a proposed curriculum are briefly described. Text and reference books, films and other audiovisual aids, field trips, and equipment available and techniques performed at Mercy Hospital are listed. Sample experience records and evaluation forms are included. (JK)

ED 023 799 VT 003 310

Adams, Leonard P. And Others

Viable Farmer-Worker Relationships: A Study of Selected Cases in New York State in 1966. Bulletin 1019.

New York Agricultural Experiment Station, Ithaca; State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell; State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
Pub Date Oct 67
Note-75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—Agricultural Laborers, Employee Attitudes, Employer Attitudes, *Employer Employee Relationship, Employment Problems, *Farmers, *Farm Labor, Human Relations, Interviews, *Job Satisfaction, Migrant Workers, Seasonal Laborers, Work Environment
Identifiers—New York

In an effort to understand the nationwide problem of recruitment, training, and retention of farm workers, 28 representative New York farm operators with a reputation for success in dealing with hired workers were interviewed in the summer of 1966. Information obtained included personal and educational characteristics, attitudes and aspirations, characteristics of the farm, labor on the farm, employer-employee relationships, supervision, and opinions with illustrative examples. Some general positive policies and practices resulting in good relationships were: (1) Conscious effort was initiated by the employer to produce mutually satisfactory relationships, (2) Relationships resulted from a combination of policies and practices plus a genuine liking for farm work, (3) Fair treatment was considered important by employees, (4) Supervision of seasonal labor by owner-operators or by regular employees rather than by crew leaders who recruited and transported the workers resulted in better relationships, and (5) Providing year round employment and fringe benefits resulted in better quality workers. Major difficulties were use of disrespectful language and failure to give sufficiently explicit instructions to employees. Included are case study summaries and a check list on worker-employer relations. (DM)

ED 023 800 VT 003 499

Manpower Implications of Automation. Papers Presented by the U.S. Department of Labor at the O.E.C.D. North American Regional Conference (Washington, D.C., December 8-10, 1964).

Office of Manpower, Automation, and Training (DOL), Washington, D.C.

Pub Date Sep 65

Note-90p.

Available from—Manpower Administration, Office of Manpower Policy, Evaluation and Res., U.S. Dept. of Labor, 14th St. and Constitution Ave., N.W., Washington, D.C. 20210.

EDRS Price MF-\$0.50 HC-\$4.60

Descriptors—Automation, Change Agents, Conference Reports, Educational Programs, *Employment, Employment Patterns, Federal Programs, Manpower Utilization, Occupational Information, Occupations, Speeches, *Technological Advancement, Vocational Adjustment
Identifiers—North American Regional Conference on Automation

Sponsored jointly by the Canadian Department of Labour and the U.S. Department of Labor, the Conference was held to examine the impact of automation on employment and unemployment, the nature of jobs being created and eliminated, and steps to be taken to ease the effect of technological change on workers. The participants were government, management, labor, and university representatives from North American U.S. and other Organization for Economic Co-Operation and Development countries. The U.S. Department of Labor papers are: (1) "Technological Change, Productivity, and Employment in the United States," by L. Greenberg, (2) "The Pace of Technological Change and the Factors Affecting It" by S.L. Wolfbein, (3) "Effects of Technological Change on Occupational Employment Patterns in the United States" by E. Clague, (4) "Effects of Technological Change on the Nature of Jobs" by L. Levine, (5) "The Labor Force Adjustment of Workers Affected by Technological Change" by R.C. Goodwin, and (6) "Implications for Government-Sponsored Training Programs in the U.S.A." by J.P. Walsh. The appendices contain a bibliography of selected references and a list of all 16 technical papers presented at the Conference. (HC)

ED 023 801

The Manpower Development and Training Act: A Review of Training Activities.

Manpower Administration (DOL), Washington, D.C.

Pub Date Aug 67

Note-28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Disadvantaged—Groups, *Employment Programs, Historical Reviews, Job Training, *Manpower Development, Participant Characteristics, *Program Descriptions, Program Development, Vocational Education
Identifiers—Manpower Development and Training Act Programs, MDTA Programs

A general discussion of the history of the Title II training program briefly reviews accomplishments from its beginning in August 1962 through the end of 1966. During this period, training opportunities under institutional, on-the-job, and combination programs were authorized for over 835,000 persons at a cost of over \$1 billion. Training was conducted in all the major occupational groups and in more than 1,300 different occupations. About four-fifths of the graduates surveyed during the first year after training completion reported that they were employed. In response to changing labor market conditions, significant amendments to the Act were passed by Congress in 1963, 1965, and 1966, making it a dynamic and flexible statute to serve the Nation's ever-changing manpower profile. Manpower training presently focuses on the two major problems or emerging skill shortages in the economy and the serious employment problems of the disadvantaged, with about two-thirds of the program effort being directed toward the latter problem. The present program emphasis will continue along with some new activities such as training for the part-time employed and for prison inmates, both results of the 1966 amendments to the Act. (ET)

ED 023 802

The Outlook for Technological Change and Employment. Technology and the American Economy, Appendix Volume I.

National Commission on Technology, Automation and Economic Progress, Washington, D.C.

Pub Date Feb 66

Note-357p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.25).

EDRS Price MF-\$1.50 HC Not Available from EDRS.

Descriptors—Automation, *Computers, Employment, Employment Problems, Employment Projections, Employment Statistics, Employment Trends, Industry, *Information Systems, *Labor Force, Occupations, Productivity, Technological Advancement, Unemployment, Wages

Findings of a study of the nation's manpower requirements to 1975 are presented. Part I, on the employment outlook, consists of a 10-year projection of manpower requirements by occupation and by industry prepared by the Bureau of Labor Statistics and an analysis of the growth prospects and the state of fiscal policy in the United States economy as of mid-1965 by George Perry. Part II, on the technological outlook, presents (1) a description of the state of computer development and use and speculation on future developments in the general use of computers, by Paul Armer, (2) a description of the specialized art of information processing networks by Merrill Flood, (3) an examination of computer applications to industrial process control which reveals an exaggeration both of the number of process control installations and of their employment impact, by Tom Stout, (4) an assessment of computer applications in the fabricating industries, by Eugene Schwartz and Theodore Prenting, which reveals similar exaggerations with the exception of rapid growth in numerical control of machine tools, and (5) ways of projecting future productivity by the Bureau of Labor Statistics. Numerous tables and graphs present statistical data. Other appendices to VT 003 962 are VT 003 961 and VT 005 794-VT 005 797.

ED 023 803

Technology and the American Economy. Volume I.

National Commission on Technology, Automation and Economic Progress, Washington, D.C.

Pub Date Feb 66

VT 003 777

Note-124p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO Y3.T22-2722/L, \$75)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—*Economic Progress, *Employment, Federal Legislation, Health Needs, Human Resources, Income, Individual Needs, Job Training, Labor Market, National Demography, *National Programs, Planning Commissions, *Public Policy, Skill Obsolescence, *Technological Advancement, Technology, Unemployment, Urban Environment, Welfare Problems, Work Environment, Working Hours
Public Law 88-444 asked the Commission to identify, assess, describe, and define aspects of technological change and to recommend specific legislative and administrative steps which should be taken by federal, state, and local governments. The Commission was to concern itself for 1 year with the coming decade. Their examination covered (1) The Pace of Technological Change, (2) Creating an Environment for Adjustment to Change—Employment and Income, and (3) Technology and Unmet Human and Community Needs. Recommendations included (1) a program of public service employment in which the government would be an "employer of last resort" for hard core unemployed, (2) an income floor to guarantee economic security of families, (3) compensatory education for persons in disadvantaged environments, (4) the creation of a national computerized job-man matching system, (5) a shift in the administration of employment services from the states to the federal government, (6) the permanent extension of experimental relocation assistance for families stranded in declining areas, (7) exploration of a system of social accounts to make possible assessment of the relative costs and benefits of alternative policy decisions, and (8) continuous study of national goals and evaluation of our national performance in relation to such goals. Appendices are VT 003 960, VT 003 961, VT 005 794-VT 005 797.

ED 023 804

Health Services Survey and Training Program, a Prospectus.

Southern Wisconsin Colony and Training School, Union Grove.; Union Grove High School, Wis.; Wisconsin State Dept. of Public Instruction, Madison.

Pub Date Sep 67

Note-39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Career Opportunities, *Cooperative Education, Course Descriptions, *Health Occupations Education, Health Services, Mental Retardation, *Program Descriptions
Identifiers—Wisconsin

As a part of the Wisconsin pilot program which places emphasis upon implementing courses and sequences directed toward employment in available entry occupations, this program aimed to provide (1) an understanding of the services rendered in the health field and related job opportunities and requirements, and (2) an understanding of the mentally retarded and the development of employable skills, knowledge, and attitudes which could lead to employment as institutional workers. Nineteen senior students met 2 hours daily during the first semester to explore job opportunities in the health field and to study elementary psychology, interpersonal relations, and problems of mental retardation. Field trips and guest speakers reinforced the program. During the early part of the second semester, students went to the Southern Wisconsin Colony and Training School for 2 3/4 hours on 4 days each week for cooperative training and returned to the high school on the 5th day for group counseling, student reports, and lectures. During the latter part of the second semester cooperative training continued with assignments to specialized departments according to the student's interest. The participating staff, in evaluating the first-year program, judged it to have considerable merit for both students and patients and to fill a longstanding gap in the educational system-orientation to vocational-technical programs. The course outline is included. (JK)

ED 023 805

Herman, Melvin Sadofsky, Stanley Workshop on Problems of Planning, Recruitment and Selection for Youth-Work Programs, Summary of Proceedings (Sterling Forest, N.Y., November 30-December 2, 1965).

VT 004 232

New York Univ., N.Y. Center for the Study of Unemployed Youth.

Pub Date 65

Note-43p.

Available from—Center for the Study of Unemployed Youth, Grad. School of Soc. Work, New York Univ., 853 Broadway, New York, N.Y. 10003 (\$5.00).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Administrative Problems, Disadvantaged Youth, Participant Characteristics, *Personnel Selection, Prevocational Education, *Program Planning, *Recruitment, Unemployed, Vocational Education, Work Agencies, Experience Programs, Workshops, Youth Agencies, *Youth Employment, *Youth Programs

Thirty-five representatives of local, state, and federal youth-work programs attended a workshop which focused on issues related to planning a youth-work program, identifying the target population, designing a comprehensive program, and recruiting, screening, and selecting youth. Its agenda was established following field visits to a dozen youth-work programs of community action agencies in New Jersey, New York, Connecticut, and Massachusetts. There was considerable discussion of the comparatively meagre resources allocated to the communities for planning work program activities. There was general agreement as to the urgency for much fuller information about the target population. It was maintained that disadvantaged youth require a range of services that includes work evaluation, prevocational work experience, vocational skill training, job placement, and supportive services, which should become the components of a comprehensive program. The one problem of recruitment which concerned every program was the achievement of a balanced group recruited, selected, and enrolled. The overriding problem was expressed as the danger of the recruitment effort's producing a group all of one ethnic background. The issues raised by newly promulgated family income criteria for enrollment of youth, problems of validating income, and provisions for youth program rejectees were discussed. (PS)

ED 023 806

VT 004 271

Manpower Trends in Canada: Chartbook.

Canadian Dept. of Labour, Ottawa (Ontario).

Economics and Research Branch.

Pub Date 65

Note-38p.

Available from—The Queen's Printer, Ottawa, Canada (\$1.00).

Document Not Available from EDRS.

Descriptors—*Employment Trends, Graphs,

*Labor Force, *Manpower Needs, Occupational Surveys, *Statistical Data

Identifiers—Canada

The major changes taking place in the occupational and industrial structure of the labor force are highlighted by graphic illustrations of changing manpower needs. Some apparent trends are: (1) the very rapid rate of growth of the total labor force, (2) the relatively slow growth rate of the manufacturing labor force, (3) the rapid growth of the service industries and occupations, (4) the decline of the primary industry labor force, (5) the rapid increase in the number of working women, and (6) the strong relative decline in the need for unskilled laborers. The 31 charts and graphs included reveal major long term changes in the labor force and its industrial and sex distribution from 1931 to 1961, major long term changes in occupations from 1901 to 1961, and selected occupational changes from 1951 to 1961. (DM)

ED 023 807

VT 004 423

Watson, Donald. And Others

Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation: Phase I—Manpower Needs, Data-Collection Devices and Occupation Clusters. Exhibit A.

Oregon Univ., Eugene.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 65

Note-242p.

EDRS Price MF-\$1.00 HC-\$12.20

Descriptors—Curriculum Planning, Data Analysis, Data Collection, Economic Factors, Educational Change, *Employment Projections, Industry, *Occupational Clusters, *Program Planning, Questionnaires, State Programs, *Surveys, *Vocational Education

Identifiers—Oregon

The task of matching people to jobs is made difficult by the cumulative effects of change. Flexibility of the labor force has decreased because of the lack of low skill jobs and the increased employment of women and minority groups. Oregon's research efforts, prompted by need for data by public and private sectors, was directed at ways of obtaining data for educational planning. The central question was one of obtaining maximum return from education's efforts in preparing persons for work and was based on the presumption that public education cannot do it alone. In order to determine the occupations which should receive priority in resource relocation for training programs, three techniques were explored and demonstrated. These were questionnaires, projections by regression techniques, and interindustry analysis and projection (input-output analysis). All three were considered to be supplemental to other available information and subordinate to final analysis by professional and lay policy makers. Interindustry analysis and projection was considered by the researchers to be the most useful technique, but dependence on the others was also necessary. Demonstration of the techniques was with national and Oregon data and considered a necessary step to utilization. (JM)

ED 023 808

VT 004 515

Facts about Nurses and Nursing in New York State.

New York State Education Dept., Albany. Office of Nurse Education.

Pub Date Sep 66

Note-41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Educational Background, Employment Opportunities, Employment Patterns, *Employment Statistics, *Health Occupations, Individual Characteristics, Labor Force Non-participants, *Manpower Needs, *Nurses, Occupational Surveys, *Practical Nurses, Professional Education, State Surveys, Student Enrollment

Identifiers—New York State

Based on the median population estimate of 18.8 million for New York State by 1970, approximately 94,000 active registered nurses will be needed to increase the ratio from 406 per 100,000 population in the 1961-63 biennium to 500, the goal set by the Committee on Medical Education. Some specific data are: (1) The number of registered nurses in the state has increased 18 percent between 1959 and 1966 to a total of 143,073, (2) Of the registered nurses registered between September 1961 and October 1962, 3/4ths lived in the state and of these 2/3rds were active, (3) Between 1962 and 1966, one basic master's program opened, baccalaureate programs increased by one, associate degree programs increased by 17, and diploma programs decreased by five, (4) Between 1962 and 1966, admission to registered nurse programs increased 30 percent but the percent of all female high school graduates entering nursing decreased slightly, (5) In 1966, 135 budgeted positions in 127 educational programs were unfilled and 50 percent of nurse faculty held a master's degree, (6) In 1963, there were 7,665 vacancies in registered nurse positions in 300 hospitals, and (7) The number of licensed practical nurses registered in the state increased 27 percent between 1959 and 1966 and the number of licensed practical nurse programs increased by 13 between 1964 and 1966. (JK)

ED 023 809

VT 004 567

Handbook for Sponsors; Standards and Procedures for Work-Training Experience Programs under the Economic Opportunity Act of 1964, as Amended.

Manpower Administration (DOL), Washington, D.C. Bureau of Work-Training Programs.

Pub Date Apr 67

Note-95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors—Adult Programs, Employment Programs, Federal Programs, *Guidelines, *Program Descriptions, *Program Guides, *Work Experience Programs, Youth Programs

Identifiers—*Economic Opportunity Act of 1964, Neighborhood Youth Corps, New Careers Program, Operation Mainstream, Special Impact Program

The standards and procedures presented establish the basic rules governing the develop-

ment and operation of various programs administered by the U.S. Department of Labor, Bureau of Work Programs under the Economic Opportunity Act of 1964, as amended. Basic standards relate to qualification of sponsors, eligibility of enrollees, hours of work, duration of enrollment, and wages. These standards are regarded as extensions of the statutes and regulations already promulgated. Major sections are titled: Definition of Programs and Eligibility Standards; Program Standards; Promotion, Development, and Coordination of Projects; Procedures for Project Application and Determination of Sponsorship; and Procedures for Conducting Work Training in Industry.

ED 023 810

VT 004 606

Gunderson, Orley D. And Others

An Analysis of Occupational Titles and Competencies Needed in Off-Farm Agricultural Supplies Businesses. Teacher Education Research Series, Volume 7, Number 2.

Pennsylvania State Dept. of Public Instruction, Harrisburg. Agricultural Education Section; Pennsylvania State Univ., University Park. Agricultural Experiment Station.

Pub Date Jun 66

Note-123p.

EDRS Price MF-\$0.50 HC-\$6.25

Descriptors—Agricultural Education, Agricultural Supplies, *Agricultural Supply Occupations, Distributive Education, Employee Attitudes, Employer Attitudes, Employment Experience, Employment Qualifications, *Job Skills, *Occupational Clusters, *Off Farm Agricultural Occupations, Surveys

Identifiers—Pennsylvania

The purposes of this study were to: (1) identify and cluster occupational titles, (2) identify, rate, and cluster groups of competencies, (3) determine whether there are differences in level of competencies needed, (4) determine the experience background preferred, and (5) determine the type of "nursery education being provided employees of agricultural supply stores. Data were collected by interview from 95 persons in cooperative agricultural supply stores and from 63 persons in 13 independent agricultural supply stores. The stores were purposively selected to represent all sections of the state and to get equal representation of stores with low, medium, and high number of employees. Some conclusions were: (1) There were meaningful occupational title groups of service worker, salesman, office worker, manager, sales and office worker, and service worker (equipment), (2) Occupational advancement in agricultural supplies required additional training in agricultural and business competencies for all occupational titles studied, and (3) More than three-quarters of the interviewees in both stores indicated that a farm background was most desirable for occupations in the agricultural supply stores. (DM)

ED 023 811

VT 004 647

Report of a Consultation on the Employment of Women with Family Responsibilities (February 17, 1965).

Canadian Dept. of Labour, Ottawa (Ontario). Women's Bureau.

Pub Date 65

Note-48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—*Child Care, Day Care Services, Employment Statistics, Labor Force, Labor Laws, Leave of Absence, *Mothers, Part Time Jobs, Public Policy, *Vocational Counseling, *Vocational Education, Work Attitudes, *Working Women

Identifiers—Canada

Fifty-four participants met to consider counseling and training for women who were entering or re-entering the labor force after varying periods of time devoted to their families, and the need for day care services and facilities for children of working mothers, provision for maternity leave, and part-time work. Presentations were: (1) "Women in the Labour Force—Comments on Developments," by H. Trainer, (2) "Counseling and Training for Women Entering or Re-Entering the Labour Force," by E. McLellan, (3) "Day Care Facilities and Services for Children of Employed Mothers," by F. Manson, (4) "The Development of Maternity Leave in the Civil Service of Canada," by D. Caldwell, (5) "Labour Legislation and Part-Time Workers," by E. Woolner, and a panel discussion on part-time

work. It was concluded that there is a need for further study of the culturally disadvantaged, attitudes toward working women, the effect of maternal employment on children, the occupational outlook for women, and the effect of part time work on productivity. Social policies were recommended to improve services and facilities in vocational guidance and counseling, strengthen existing day care services and establish additional centers, and provide maternity leaves. Precise comments, questions, and discussions of each presentation are included. (FP)

ED 023 812 VT 004 655

Educational Planning for an Emerging Occupation: A Summary Report of a Research Project in Electromechanical Technology.

Oklahoma State Univ., Stillwater.

Pub Date [66]

Note-7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors-Curriculum, *Curriculum Design, *Curriculum Research, Educational Needs, Electrical Occupations, *Electromechanical Technology, Employment Opportunities, Employment Projections, Occupational Surveys, *Technical Education

The first stage of this research project consisted of (1) an in-plant study of electro-mechanical technician operations to determine what skills and knowledge combinations are required, (2) in-depth interviews with administrative and supervisory personnel in 26 selected industrial organizations geographically distributed from New England to California, and (3) a measure of the quantitative need for technicians with electro-mechanical training through a survey of 93 organizations employing technicians who work with both electrical and mechanical devices and systems. The second stage of the project incorporated known principles of technical curriculum design with the findings of the field study to develop a proposed curriculum providing the unique requirements for the electro-mechanical technician. The curriculum plan differs significantly from any known technical education program and incorporates a number of ideas which resulted directly from the suggestions made by employers. It calls for new combinations of course work, facilities, and instructional procedures that differ in many respects from those in single technology instruction programs. The curriculum is presented as a 2-year program including courses in the areas of electro-mechanics, physics, electricity-electronics, mechanics, math and general education. (HC)

ED 023 813 VT 004 691

Perkins, Brian Hathaway, Dale E.

Movement of Labor between Farm and Nonfarm Jobs. Research Bulletin 13.

Michigan State Univ., East Lansing. Agricultural Experimental Station.

Pub Date 66

Note-51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors-Agricultural Laborers, *Employment Experience, *Farmers, Farm Labor, Income, Individual Characteristics, *Occupational Mobility, Occupational Surveys, *Urban Immigration

Drawing upon information provided by a continuous sample of social security records for the 1955-59 period, this study traced year-by-year employment experience of workers who left agriculture, and described their age, race, income, and job status. Estimates of backflow to farms were also studied. The gross out-movement from farm employment was 14.2 percent, but the net reduction in farm employment was only 3.5 percent because of a large back-movement into farming. The net reduction was associated with the level of unemployment in the nonfarm economy. Off-farm mobility was higher for younger persons, multiple job holders, and those who had previous nonfarm work experience. Off-farm mobility was not related to previous income or race, and persons with the same characteristics had about the same mobility in different areas of the country. Back-movement was related to income gains or losses experienced in nonfarm employment. The 1957-58 recession retarded out-movement from farm employment, with the greatest impact on younger persons. (JM)

ED 023 814 VT 004 692

Hathaway, Dale E. Waldo, Arley D.

Multiple Jobholding by Farm Operators. Research Bulletin 5.

Michigan State Univ., East Lansing. Agricultural Experimental Station.

Pub Date 64

Note-80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors-Farmers, Geographic Regions, Individual Characteristics, *Multiple Employment, Part Time Jobs, Seasonal Employment, Wages

The extent and nature of multiple jobholding by persons who reported income from farm self-employment was studied by examining Social Security data for 1957, 1958, and 1959. Hypotheses were that multiple jobholding is a method used by farmers who are underemployed in agriculture to supplement earnings and that off-farm sources of employment tend to be subject to cyclical instability and diminishing employment levels. It was found that the incidence of multiple jobholding by farm operators was widespread geographically, inversely related to age, not related to income from self-employment, and not a continuous situation. The most frequent source of off-farm wage employment was some unit of government, especially among older, white farm operators with higher levels of self-employment income. Younger farm operators were more frequently employed in manufacturing, mining, and wholesale and retail trade. Earnings from off-farm employment were lowest in the South and highest in the Northeast and Pacific regions. Multiple jobholding fell in three categories: (1) a first step in changing occupations, (2) a sporadic income supplement, and (3) a substantial income source. (JM)

ED 023 815 VT 004 768

Agricultural Technology Opportunities.

North Carolina State Board of Education, Raleigh. Agricultural Technology Education.

Pub Date Oct 63

Note-19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors-Adult Vocational Education, *Agricultural Education, *Agricultural Technicians, Articulation (Program), Course Descriptions, *Curriculum, Educational Opportunities, High Schools, Occupational Guidance, Occupational Information, *Off Farm Agricultural Occupations, Program Descriptions, *Technical Education, *Vocational Agriculture

Identifiers-North Carolina

Agricultural education programs available through North Carolina's newly created system of industrial education center, technical institutes, and community colleges are described. The information is for use by administrators, and teachers of adult agricultural courses and counselors of high school dropouts and graduates. It describes the need for and organization of career programs, short courses, and upgrading courses and the relationship of high school vocational agriculture to post-secondary agricultural technology institutions. Major topics are (1) The Importance of Training for Agricultural Occupations, (2) Agricultural Technology Education, (3) Specific Occupational Short Courses for Training Technical Specialists, which describes customs praying, nursery practices, and tobacco grading and marketing, (4) Upgrading Courses for Workers in Non-Farming Agricultural Occupations, which includes pesticides, poultry feeding and management, swine feeding and management, advanced dairy technology, fertilizers and lime, liquid fertilizer application, grain marketing practices, farm engine electrical systems, farm tractor hydraulic systems, oil burner maintenance, and feed mill management, operation, and maintenance, and (5) The Interrelationship of Vocational Agriculture and Agricultural Technology Education. (WB)

ED 023 816 VT 004 818

Marshall, William H., Ed.

Family Relations and Child Development. Home Economics Research Abstracts, 1966, No. 6.

American Home Economics Association, Washington, D.C.

Pub Date 67

Note-94p.

Available from-American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C. 20009 (\$1.50).

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors-*Abstracts, *Child Development, Doctoral Theses, *Educational Research, *Family Relationship, *Home Economics Education, Masters Theses

Abstracts are presented for 140 masters' theses and doctoral dissertations in the area of family relations and child development completed in 1966 at 32 institutions. They are grouped according to the age of the subjects used in the investigations. Child development studies are classified as infant and young child, elementary school age, adolescent, and miscellaneous; family relations studies are classified as adolescent, adults, the aged, family and parent-child interaction, and program development. An author index is included. (FP)

ED 023 817 VT 004 868

Outline of Vocational Training in India.

Australian Dept. of Labour and National Service, Perth.

Pub Date 66

Note-14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors-Apprenticeships, Economic Development, Educational Planning, *Foreign Countries, *General Education, Industrial Training, Teacher Education, *Technical Education, *Vocational Education

Identifiers-India

Approximately 70 percent of India's 1963 population of 460,000,000 engage in agricultural pursuits and cottage industries. Some progress has been made in developing industry. The Indian Constitution provides for universal, free, and compulsory education through 14 years of age, but full application has been hindered by inadequate facilities, attendance enforcement difficulties, and teaching standards. Secondary education is of four main types. Technical education is a state responsibility, with coordination of standards and supplemental support from the central government. Trade training for adults is provided in industrial training institutes administered by the Ministry of Labor and Employment. Institutional programs include degree courses in universities, certificate and diploma courses at the polytechnics, trade courses in the industrial training institutes, basic training courses in junior technical schools, and special trade training in schools of industry. Technical teacher education is conducted in seven central training institutes. National apprenticeship training for 23 trades has been organized since 1961. In 1965 there were 15,000 apprentices. Industry inservice training is conducted for skilled workers, supervisors, and operatives. A staff training institute for college and institution administrators and industrial education and training officers is planned. (JM)

ED 023 818 VT 005 026

Demonstrating Innovations in Vocational Education: Initial Application Submitted to the Office of Education, Department of Health, Education and Welfare: Plan and Operation Grant.

EHOVE Board of Education, Milan, Ohio.

Pub Date Jan 68

Note-133p.

EDRS Price MF-\$0.75 HC-\$6.75

Descriptors-*Area Vocational Schools, Demonstration Programs, *Educational Innovation, *Integrated Curriculum, Occupational Guidance, *Program Proposals, *Vocational Education

Identifiers-Ohio

The purpose of this proposed project is to demonstrate innovations in a joint vocational school which would serve public and non-public schools in Erie, Huron, and the eastern portion of Ottawa counties. The objectives of the proposed activities were to (1) emphasize a correlated curriculum developed around the "world of work" between guidance, academic, and vocational areas, (2) strengthen the instructional program by systematizing, retrieving, and applying innovations, (3) present a guidance program in occupational opportunities, and (4) provide working models of the innovations for use by others. Emphasis is on the correlated curriculum and development of filmstrip loops, programed instruction, closed circuit television, team teaching, small group activities, large group activities, individualization laboratory, and a mobile counseling unit. The correlated curriculum would be developed around the basic problems of life, and students, counselors, teachers, supervisors, consultants, and business representatives would be

involved in identification of life problems. The proposal includes detailed plans for the project. (JM)

ED 023 819

VT 005 027

Smith, Arthur E. And Others

Evaluation and Skill Training of Out-of-School, Hard Core Unemployed Youth for Training and Placement, a Follow-up Study of the Experimental and Demonstration Manpower Program.

Saint Louis Univ., Mo. Dept. of Education. Spons Agency—Office of Manpower, Automation, and Training (DOL), Washington, D.C.

Pub Date [65]

Note—110p.

EDRS Price MF-\$0.50 HC-\$5.60

Descriptors—Adult Vocational Education, Community Attitudes, Demonstration Programs, Disadvantaged Youth, Employer Attitudes, *Employment Programs, Employment Services, Family Characteristics, Field Interviews, *Follow-up Studies, *Out of School Youth, Program Effectiveness, *Program Evaluation, Student Characteristics, Success Factors, Unemployed, Youth Agencies, Youth Employment

Identifiers—Jewish Employment and Vocational Service, Missouri, Saint Louis, Youth Training Project

The effectiveness of the Youth Training Project administered by The Jewish Employment and Vocational Service (JEVS) of Saint Louis, Missouri, is assessed in this followup study. The report is based upon an analysis of data regarding 91 youths who actually completed the entire JEVS program. The data were obtained from JEVS records and trainee and employer interviews. Fourteen variables related to the trainees and their work experiences were isolated, and it was hypothesized that significant differences would appear between groups of successful and unsuccessful youths when compared on each of the variables. Of the 14 hypotheses tested, only the hypothesis that successful trainees would be judged cooperative by their supervisors more frequently than would unsuccessful trainees revealed a significant difference between successful and unsuccessful groups of trainees. Lack of relevant data regarding the agency, due to the absence of an on-going program, prevented a complete analysis of the agency. However, the employer's reactions of satisfaction with the occupational skills presented by 75 percent of the trainees and a favorable attitude toward the program indicated a successful program devoted to the recovery of youth potential. The interview schedules and tabular data to supplement the text are given in the appendixes. (HC)

ED 023 820

VT 005 050

Barbichon, Guy

Adaptation and Training of Rural Workers for Industrial Work, Co-ordination of Research.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date Dec 62

Note—142p.

Available from—OECD Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 (\$1.25).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Adjustment (to Environment), *Agricultural Laborers, Bibliographies, Change Agents, Conferences, Economic Development, Industrialization, Industry, *Migration Patterns, *Mobility, Occupational Mobility, Research Methodology, Research Proposals, *Research Reviews (Publications), *Vocational Adjustment

Identifiers—France, Germany, Italy, Netherlands, Norway, Sweden

The conference organized by the European Productivity Agency in September 1960 and subsequent meetings arranged by the Organization for Economic Cooperation and Development gave the representatives of workers, employers, administrators, and research workers of many European countries the opportunity to exchange information on the knowledge acquired and the studies underway on the movement of rural workers to industry. Mobility of agricultural manpower is an important facet of the problem of general mobility of the total active population in the course of economic development. On the one hand, mobility is desirable in order to reduce the degree of under-employment in agriculture and, on the other hand, the growth of non-agricultural

enterprise needs to draw upon the agricultural population for a supply of labor. To improve economic conditions the concurrent development of both the agricultural and non-agricultural sectors of the economy and agricultural policy must be closely integrated with general economic policy. The appendixes include national bibliographical references and summaries of national research on the problems of adaptation and training of rural workers in Germany, France, Italy, Norway, The Netherlands, and Sweden, and project proposals for international research on the topic. (HC)

ED 023 821

VT 005 294

Resources Available to Member States for the Advancement of Women through Technical Co-operation Programmes of the United Nations System and through Programmes of Non-Governmental Organizations in Consultative Status.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—E/CN.6/463

Pub Date 66

Note—86p.

Available from—Sales Section, Publishing Service, United Nations, New York, New York 10017 (\$1.00).

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—Administration, Community Development, *Developing Nations, *Educational Programs, Home Economics, *International Organizations, Social Development, Social Welfare, *Technical Assistance, Vocational Education, *Womens Education

Identifiers—United Nations

Part One contains information on United Nations technical cooperation programs which provide assistance on the request of the government concerned and are intended to help to prepare more people to contribute toward the progress of their countries by advising, showing, or teaching them or by giving them the opportunity to exchange and develop the information which they already have. Programs include services in the areas of human rights, social development, and public administration. Agencies providing additional relevant services are the International Labor Organization, the Food and Agriculture Organization, the Educational, Scientific and Cultural Organization, and Children's Fund. Part Two contains information on programs of non-governmental organizations in consultative status. Assistance includes advanced education, literacy training, home-making courses, civic and political education, and training for social services, nursing, secretarial work, and kindergarten teaching. Appendixes contain specific examples of United Nations and non-governmental projects and activities and suggestions for further reading. (JK)

ED 023 822

VT 005 318

Training the Food Service Worker; Instructor's Guide.

Hospital Research and Educational Trust, Chicago, Ill.

Spons Agency—American Hospital Association, Chicago, Ill.; Department of Labor, Washington, D.C.

Pub Date 67

Note—169p.

Available from—Robert J. Brady Company, 130 Que Street, N.E., Washington, D.C. 20002 (\$5.00).

Document Not Available from EDRS.

Descriptors—Bibliographies, *Curriculum Guides, Food Service, *Food Service Workers, Foods Instruction, *Health Occupations Education, High Schools, Hospital Personnel, *Hospitals, Nutrition Instruction, Post Secondary Education, Student Evaluation, *Teaching Guides

Curriculum materials for instructor use in planning lessons to train or retrain food service workers at the vocational high school or community college level were developed by professional consultants. They were tested in a nation-wide on-the-job training program and revised according to instructor evaluation and consultant suggestions. A minimum of 60 hours plus on-the-job training is required for the program. Lessons contain objectives, main points, unit content, aids and equipment for lecture, demonstration, and discussion. Format features multi-color illustrations of procedures and concepts plus note space. Lesson topics are: Orientation, Sanitation,

Housekeeping and Safety, Nutrition, Food Service, Food Preparation, Production Planning, Nonfood Supplies, Employee Food Service, Patient Service, Cost Control, Meat-Fish-Egg-Poultry Cookery, and Cold Foods. Bibliographic sources and a final examination are included. A coordinated student manual (VT 005 319) and overhead transparencies are available. (FP)

ED 023 823

VT 005 319

Being a Food Service Worker; Student Manual.

Hospital Research and Educational Trust, Chicago, Ill.

Spons Agency—American Hospital Association, Chicago, Ill.; Department of Labor, Washington, D.C.

Pub Date 67

Note—281p.

Available from—Robert J. Brady Company, 130 Que Street, N.E., Washington, D.C. 20002 (\$4.50).

Document Not Available from EDRS.

Descriptors—*Food Service, *Food Service Workers, *Foods Instruction, Health Occupations Education, High Schools, Hospital Personnel, *Hospitals, Nutrition Instruction, Post Secondary Education, *Textbooks

Instructional materials for student use in training or retraining for the occupation of food service worker at the vocational high school or community college level were developed by professional consultants. They were tested in a nationwide on-the-job training program and revised according to instructor evaluation and consultant suggestions. A minimum of 60 hours plus on-the-job training is required for the program. Format of the text features bold print in color, multi-color illustration of procedures and concepts, plus note space. Lesson topics are: (1) Orientation, Sanitation, Housekeeping and Safety, Nutrition, Food Service, Food Preparation, Production Planning, Nonfood Supplies, Employee Food Service, Patient Service, Cost Control, Meat-Fish-Egg-Poultry Cookery, and Cold Foods. A coordinated instructor guide is available as VT 005 318. (FP)

ED 023 824

VT 005 410

Sybouts, Ward

Instructors Guide for Using Simulated Materials to Instruct School Administrators in the Area of Occupational Education.

Nebraska Univ., Lincoln. Dept. of Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [67]

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—*Administrative Personnel, Administrator Responsibility, Material Development, Program Evaluation, *School Administration, *Simulation, *Teaching Guides, *Vocational Education

To prepare school administrators to exert more effective leadership in conceptualizing, analyzing, organizing, and administering public school vocational and technical programs, simulated materials were developed in the form of three "in-baskets" which consecutively communicate an awareness of the need of a more comprehensive program, provide knowledge about occupational preparation, and require application of the awareness and knowledge gained. The materials were designed to utilize the setting of the simulated community and school district described in VT 005 411. The simulated materials were tested by 48 students in an 8-week block program in a graduate course for administrators and in a 5-day workshop. The use of simulated materials was effective in increasing knowledge and producing favorable attitudes. Guidelines for using simulation suggest clearly that the instructor (1) identify objectives, (2) become thoroughly familiar with the materials, (3) use small groups to facilitate student interaction, (4) encourage active participation of all students, (5) permit the student freedom to explore alternatives, (6) phrase questions to stimulate discussion, (7) use role playing, (8) provide immediate and meaningful followup activities which require the student to face the problem and confront the consequences of a decision, (9) allow adequate time to consider materials, and (10) be aware that simulation is not a panacea. (JK)

ED 023 825

VT 005 411

Sybouts, Ward Tobiska, Kenneth

The Madison School-Community: Abbreviated Background Materials.

Nebraska Univ., Lincoln. Dept. of Educational Administration.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date [67]

Note-21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors-"Instructional Materials," "School Administration," "School Districts," "Simulation," "Vocational Education"

The manual describes a simulated community and school district and is to be used with the "in-baskets" (VT 006 654) produced by the University Council of Educational Administration (UCEA) and those produced by the University of Nebraska in conjunction with the UCEA. The "Instructor's Guide for Using Simulated Materials to Instruct School Administrators in the Area of Occupational Education" (VT 005 410) is a related document. (JK)

ED 023 826

VT 005 450

Gilbert, Maud R., Ed. Fiedler, Belle, Ed.

Manual of an Instructional Program in Dental Assisting.

Madison Vocational, Technical, and Adult Schools, Wis.

Pub Date Aug 64

Note-86p.

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors-Curriculum, "Dental Assistants," "Health Occupations Education, Post Secondary Education, Program Administration, Program Content," "Program Descriptions," "Program Guides"

Identifiers-Madison, "Madison Vocational Technical and Adult Schools, Wisconsin"

This manual is for administrator and teacher use in planning a program and individual courses for adults in dental assisting in vocational, technical, and adult programs. The manual was developed by a supervisor, a teacher-coordinator, teachers, and dentists at the local level and tested in the local school. The objectives are to prepare individuals to function as chairside assistants and office managers. Curriculum components are English, Dental Office Management, Dental Assisting Typewriting, Professional Orientation, Perspective in Personal Development, Dental Laboratory Procedures, Dental Theory, First Aid, Pharmacology, and Dental Assisting Theory and Practice. Course outlines include time allotment, general descriptive statement, objectives, and general content. Two semesters including 1,016 class and laboratory hours are required. Teachers should be competent practitioners and represent the areas of home economics and business education as well as dental education. Student requirements include high school graduation or equivalency, one unit of science, one unit of typing, and a twelfth grade reading level. Field experiences are described and policies in connection with (1) admission, (2) scholarship, probation and dismissals, (3) withdrawals, readmissions, and transfers, (4) graduation, (5) health program, (6) counseling program, and (7) scholarship and loans are explained. Appendixes include evaluation forms and laboratory procedure outlines. (JK)

ED 023 827

VT 005 535

Rabeau, E.S.

Health Auxiliary Training, Instructor's Guide.

Public Health Service (DHEW), Washington, D.C. Div. of Indian Health.

Report No-PHSP-1543

Pub Date 66

Note-261p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS2.6/2:H34/3, \$1.75).

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors-Adult Vocational Education, "American Indians," "Companions (Occupation)," "Curriculum Guides," "Health Occupations Education," "Teaching Guides"

This guide for the training of home health aides is a compilation of lecture outlines supplemented by a suggested class schedule for the use of the program director in planning the overall program and preparing for the classes he is to teach. Developed by the Training Branch of the Division of Indian Health in cooperation with the Office of Economic Opportunity, the Oglala Sioux Tribe, and other interested individuals, the purpose of

the program was to equip aides drawn from the reservation population to augment the Division's community health activities on the Pine Ridge Reservation in South Dakota. Units include: (1) Introduction, (2) Anatomy and Physiology, (3) Epidemiology, (4) Basic Home Nursing and Home Health Practice, (5) Environmental Health, (6) Home Management, (7) Community Resources, (8) Accident-Prevention, (9) Education Techniques, and (10) Human Relations. Quizzes and lists of suggested references and teaching aids follow each unit. The classroom phase of the training was conducted in two sessions of twelve weeks each with twelve aides attending each session followed by four months of on-the-job training. Personnel qualified to handle each subject area are suggested. (JK)

ED 023 828

VT 005 536

Closed Drainage of the Chest; A Programmed Course for Nurses.

Public Health Service (DHEW), Washington, D.C. Div. of Nursing.

Report No-PHSP-1337

Pub Date May 65

Note-234p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.50).

EDRS Price MF-\$1.00 HC-\$11.80

Descriptors-"Health Occupations Education, Hospitals," "Nurses," "Nursing," "Programmed Units," "Refresher Courses"

This programmed course, intended primarily for registered nurses and particularly for those returning to practice after a period of retirement, may also have value for other nursing personnel. The general objective is to assist the nurse in the hospital to improve the quality of the nursing care given to the patient placed on a closed chest drainage system. Units are Anatomy and Physiology, Rationale of Therapy, and The Apparatus. The material is to be used by the individual student, and two separate sessions totaling three to four hours are recommended for the completion of the course. An optional review is included following the section on anatomy and physiology for the use of students who, on the basis of their knowledge, desire to omit this section. Numerous diagrams are presented and a reference list is included. (JK)

ED 023 829

VT 005 564

The Psychiatric Aide in State Mental Hospitals.

National Inst. of Mental Health (DHEW), Bethesda, Md. Manpower Studies Unit.

Report No-PHSP-1286

Pub Date Mar 65

Note-126p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FA2.22:T95/12, \$60).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors-Employee Attitudes, Employer Attitudes, Health Occupations Education, Nurses, "Occupational Surveys," "Psychiatric Aides, Work Attitudes"

Benchmark data essential to further study and action were obtained in 1963 from personnel records and interviews with representative samples of aides and nurses. Some findings were: (1) State and county mental hospitals employed approximately 96,000 psychiatric aides with eight states accounting for one-half, (2) Although there were wide variations among the states, national averages were 18 aides per 100 patients in state and county mental hospitals, 26 per staff psychiatrist or psychiatric resident, and 9 per registered nurse, (3) Six out of 10 aides were women and the median age was 44 for women and 38 for men, (4) Almost 50 percent of the aides had completed high school and 10 percent had had one to three years of college, while 5 percent had had fewer than eight years of elementary school, (5) When hired only 7 percent had had any relevant training and only 27 percent relevant experience, (6) Nonwhites were represented in excess of their proportion in the total labor force, (7) The median salary was \$3,550, (8) 70 percent of the aides were supervised by a registered nurse, 3 percent by a licensed practical nurse, 19 percent by another aide, and 7 percent by a person with another job title, and (9) Formal training programs were in operation in nine out of 10 institutions and the median number of hours of instruction was 60 and of supervised ward training, 38. (JK)

ED 023 830

VT 005 591

Starbuck, Ethel

An Investigation to Determine if Higher Speeds are Obtained with the Diamond Jubilee Gregg Shorthand Method.

Colorado Western States Small Schools Project, Denver.

Pub Date 65

Note-8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors-"Achievement Rating," "Business Education, Comparative Analysis, Control Groups, Experimental Groups," "High School Students," "Stenography," "Teaching Methods"

The purpose of the study was to determine whether higher shorthand speeds were achieved by high school students in a 1-year shorthand course through the use of Simplified Gregg Shorthand or through the use of Diamond Jubilee (DJ) Gregg Shorthand. The control group consisted of 75 students enrolled in Simplified Shorthand during the years 1957-1963, and the experimental group consisted of 45 students enrolled in DJ Shorthand during the years 1963-64 and 1964-65. A statistical test of differences in I.Q., freshman and sophomore grade averages, and freshman and sophomore grade averages indicated that the Simplified Shorthand group was a significantly (.05 level) more capable group than the DJ group in the three areas measured. Gregg Awards Tests (60 words a minute for 5 minutes) were administered to each group each month from January through May. The percentage of students who qualified with an accuracy of 95 percent or better was determined. The DJ group showed a higher cumulative percentage of achievement throughout the entire testing period. However, the difference was significant at the .05 level for the month of March only. It was concluded that an inferior group using DJ Shorthand will perform as well as a superior group using Simplified Shorthand. (PS)

ED 023 831

VT 005 618

Guidelines for Teaching Child Development, in Junior and Senior High School.

Washington State Div. of Vocational Education, Olympia. Home and Family Life Section.

Report No-HE-BULL-33

Pub Date 68

Note-122p.

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors-"Behavioral Objectives, Bibliographies, Child Care," "Child Development," "Curriculum Guides," "Family Relationship, High Schools," "Home Economics Education, Instructional Materials, Values"

Curriculum materials developed through the cooperative efforts of the state supervisors, teacher-educators, homemaking teachers, and college child development specialists, are organized in terms of behavioral outcomes for the beginning, intermediate, and advanced levels, and contain generalizations with supporting content, suggested teaching plans, and reference lists. Subject matter areas are: (1) A Case for Teaching Child Development, (2) Values, (3) Development of Self, (4) Interpersonal Relationships, and (5) Family-Community Interaction. A color coded arrangement designates instructional level, behavioral outcomes and generalizations for the unit, teacher plan or references, information and the appendix. The appendix contains: (1) Guidelines for Organizing and Conducting a Play School, (2) Guidelines for Observations, (3) Suggestions for Developing a Unit on Babysitting, (4) Using Minute Dramas, Case Studies and Case Situations, (5) Creative Expression Materials, (6) Books, Pamphlets, and Bulletins, Periodicals, and (7) Films, Filmstrips, and Transparencies. (FP)

ED 023 832

VT 005 622

The Effects of Automation on Occupations and Workers in Pennsylvania.

Pennsylvania State Employment Service, Harrisburg. Automation Manpower Services Section.

Pub Date May 65

Note-83p.

EDRS Price MF-\$0.50 HC-\$4.25

Descriptors-"Automation," "Employment," "Industry, Job Layoff, Occupations, Retraining," "Skill Obsolescence," "Technological Advancement Identifiers-Pennsylvania"

To provide information on the relationship of automation to changing occupational patterns

and related worker displacements, examples of automation and technological change in industry are given. Some summary findings are: (1) Technological advancements cause some jobs to disappear and also cause some new jobs to appear, (2) Many workers displaced from disappearing jobs usually do not possess the knowledge, skills, and education needed to perform the new, more highly skilled jobs, (3) Worker displacements are inherent in the process of automation, (4) It appears that worker displacements in smaller numbers or as isolated cases take place much more frequently than generally supposed, and (5) Corrective measures must be rapidly applied to prevent displaced workers from slipping into the unemployed habit. Examples of displacement due to automation are given in areas of (1) mining, (2) manufacturing, (3) transportation, communication, electric, gas and sanitary services, (4) wholesale and retail trade, (5) finance, insurance and real estate, (6) services, and (7) government. (DM)

ED 023 833 VT 005 625

Trained Manpower for To-morrow's Agriculture. Documentation in Agriculture and Food.

Organisation for Economic Cooperation and Development, Paris (France). Manpower Div.

Pub Date 66

Note-230p.

Available from-OECD Publication Center, Suite 1305, 1750 Pennsylvania Ave, Washington, D.C. 20006 (\$4.50).

EDRS Price MF-\$1.00 HC-\$11.60

Descriptors-Agricultural Education, *Agricultural Personnel, Agricultural Trends, Educational Demand, Educational Needs, Educational Resources, *Employment Projections, Foreign Countries, Labor Force, *Manpower Development, *Manpower Needs, Manpower Utilization, Methodology, Occupational Surveys, Program Planning, Statistical Data, Student Enrollment, Surveys

Identifiers-France, Sweden

Training requirements were projected using survey data of agricultural employment needs and the number of students in agriculture in France and Sweden. Independent studies in each country investigated recent trends in agriculture, the present situation in agricultural education, employment training needs, and implications for the future. Projection methods used were analyzed. Conclusions were: (1) The present lack of data in rural education should be remedied, (2) Improved methods of forecasting the demand for agriculturally trained personnel are needed, and (3) Improved methods should be devised to measure the productivity of agricultural training. Essential types of data needed concerned manpower in agriculture, manpower in related agricultural activities, educational supply and demand, and educational resources. Further research was recommended on (1) methodology of projecting manpower supply and demand, (2) productivity of investment in agricultural education, (3) comparative advantages of differences in school size, class size, and course duration, (4) pedagogic problems of training, (5) other pedagogic problems, (6) relationships between training level and syllabus content, and (7) impacts of alternative syllabuses on resource needs in terms of buildings, equipment, textbooks, teaching, and auxiliary staff. (DM)

ED 023 834 VT 005 647

Ferris, John N.

Project '80, Rural Michigan Now and In 1980: Highlights and Summary. Research Report 37.

Michigan State Univ., East Lansing. Agricultural Experimental Station.

Pub Date 66

Note-84p.

Available from-Bulletin Office, Michigan State University, Box 231, East Lansing, Michigan 48823.

EDRS Price MF-\$0.50 HC-\$4.30

Descriptors-Agricultural Personnel, *Agricultural Production, *Agricultural Trends, Agriculture, Business, Economic Climate, Exports, Food, Industry, Lumber Industry, Natural Resources, *Rural Economics, Rural Education, *Rural Environment, Rural Family, Rural Population, Social Change, Socioeconomic Influences

Identifiers-Michigan, Project 80

Project '80 is designed to answer three questions: (1) What will rural Michigan be like in 1980? (2) What can be done to change the

course of events in directing Michigan's rural economy? and (3) What do rural people want it to be like in 1980? Faculty members prepared 50 discussion papers which were reviewed by leaders in rural areas and businesses directly concerned with the rural economy. Factors affecting rural Michigan's environment were (1) social economic climate, (2) political climate, (3) supply and demand for rural products and services, (4) U.S. demand for food, (5) U.S. export-import prospects for food, (6) organization of agricultural markets, and (7) demand for United States timber products. Necessary agriculture and agribusiness adjustments in farms, dairy, livestock, eggs and poultry, field crops, grain marketing, fruits and vegetables, farm labor, farm machinery and equipment, farm financing, food wholesaling and retailing, nursery industry, and floriculture were discussed. Natural resource problems were in use of land and water, recreation and tourism, timber production and industry, commercial fisheries, and fur bearing animals. Projection was made of adjustments as they affect rural people and rural living. The appendix contains data concerning rural Michigan and a listing of available Project '80 publications. (DM)

ED 023 835 VT 005 732

Ludwick, William E. And Others

Greater Utilization of Dental Technicians, I. Report of Training.

Naval Training Center, Great Lakes, Ill. Dental Research Facility.

Pub Date Aug 63

Note-14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors-Curriculum Development, Dental Assistants, *Dental Technicians, *Dentistry, Dentists, *Health Occupations Education, Manpower Utilization, *Productivity

Identifiers-United States Navy

This report of one phase of a study concerned with seeking means of extending the success of dental officers through delegation of certain treatment procedures to auxiliary personnel focuses upon determining the amount of training dental assistants (termed dental technicians by the Navy) require in order to perform the treatment procedure involved. Twelve dental assistants who had had no special training beyond the Navy's 16-week Dental Technician Training Course and whose dental assisting experience ranged from less than 3 months to 23 months were trained in a 7-week course to perform several specific treatment procedures. Evaluators examined 21 restorations which had been inserted by trainees and 41 which had been done by conventional methods. Only one restoration inserted by a trainee was considered unsatisfactory and all restorations inserted by conventional methods were scored satisfactory. It was concluded that the assistants' special training had been sufficient to justify proceeding to the next phase of the study which involved clinical tests of the restorations, which are reported in a related document (VT 007 733). (JK)

ED 023 836 VT 005 733

Ludwick, William E. And Others

Greater Utilization of Dental Technicians, II. Report of Clinical Tests.

Naval Training Center, Great Lakes, Ill. Dental Research Facility.

Pub Date May 64

Note-45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors-Comparative Analysis, Control Groups, Dental Assistants, *Dental Technicians, *Dentistry, *Dentists, Experimental Groups, Health Occupations Education, Manpower Utilization, *Productivity, Technical Education

Identifiers-United States Navy

Following specialized training in which naval dental assistants were taught to insert restorations in cavities prepared by dental officers, clinical tests were applied to determine how much more a dental officer can accomplish when he delegates certain procedures to specially trained assistants, to evaluate the quality of the restorations, and to determine the mental and physical effects on the personnel when operating under these conditions for prolonged periods. In the clinical tests the following systems were employed: (1) one officer and two assistants operating at one chair and utilizing conventional treatment procedures, (2) one dental officer and three

assistants at two chairs, (3) one dental officer and four assistants at three chairs, (4) one dental officer and five assistants at four chairs. In the latter three systems, the assistants placed restorations in cavities. Two dental officers operating in the most satisfactory three-chair system increased their productivity by more than 100 percent; a third increased in productivity by 80 percent. Short term evaluations found restorations placed by the dental teams comparable to those placed by the conventional methods, and no adverse mental or physical effects when the three-chair system was utilized for 20 weeks. A related document is VT 005 732. (JK)

ED 023 837 VT 005 738

A Program of Curricula Evaluation and Certification Procedure.

American Inst. for Design and Drafting, Birmingham, Mich.

Pub Date [67]

Note-14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors-*Certification, *Curriculum, Curriculum Evaluation, *Design, *Draftsmen, *Standards

The certification procedure which is used by the American Institute for Design and Drafting applies to secondary, post-secondary, and collegiate programs offering occupational education for junior draftsmen, draftsmen, design draftsmen, and engineering designers. The major sections in this report outline: (1) eligibility requirements, (2) curriculum evaluation procedures, (3) curriculum requirements, (4) course descriptions, (5) student admission requirements, (6) certification renewal, and (7) classification of certification and fees. (EM)

ED 023 838 VT 005 773

Horowitz, Morris A. And Others

Manpower Requirements for Planning: an International Comparison Approach. Volume 1.

Northeastern Univ., Boston, Mass. Dept. of Economics.

Pub Date Dec 66

Note-136p.

EDRS Price MF-\$0.75 HC-\$6.90

Descriptors-Codification, *Comparative Analysis, Employment Projections, *Employment Statistics, *Foreign Countries, Labor Force, *Manpower Needs, Occupational Clusters, Occupations

The purposes of this study were to collect and analyze manpower and production data from 19 countries and to test the relationship between the occupational composition of an industry and the production of that industry. Volume I presents the research methodology, explains the correlations which were used, describes the data and its collection difficulties, and makes an explanation of the occupational and industrial classification systems. A how-to-do-it manual describing the steps necessary to make manpower requirement projections from the given data is included. The appendixes include: (1) 26 summary tables giving the occupational composition of industrial sectors for 19 countries, (2) cross indexes for industry titles and occupational titles of the International Manpower Study and the International Standard Industrial Classification, and (3) the authors' standard industrial code used in this study. Data tables from the study are available in Volume II (VT 005 772). (EM)

ED 023 839 VT 005 948

Opening the Doors: Job Training Programs. Part One. Recommendations and Summary Findings.

Greenleigh Associates, Inc., New York, N.Y.

Spons Agency-Department of Health, Education and Welfare, Washington, D.C.

Pub Date Feb 68

Note-161p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS1.2:OP2/Part I, \$1.00).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors-Adult Basic Education, Adult Vocational Education, Apprenticeships, Employment Services, *Federal Programs, Financial Support, Interagency Coordination, *Job Training, Manpower Development, Poverty Programs, *Program Administration, Program Coordination, Program Descriptions, Program Development, *Program Evaluation, *Program Improvement, State Programs, Vocational Rehabilitation

Identifiers-Economic Opportunity Act, Job Corps, Manpower Development and Training Act Programs, MDTA Programs, Neighborhood Youth Corps, NYC

Part One of this report summarizes the detailed data and findings of Part Two (VT 005 949). A thoroughly documented analysis of federally supported job training programs in terms of their scope, interrelationships, and administration (including inter- and intra-agency coordination) led to 25 recommendations, including: (1) Consolidation of program administration in a single Cabinet-level agency, newly formed or existing, is not desirable or appropriate at this time, (2) An office should be established within the Department of Labor to expedite and implement equal opportunity in all federally supported manpower programs, (3) Resources for training programs should be expanded, with funding sufficient to make significant inroads in the problems they seek to remedy, (4) A time period longer than 12 months is desirable for funding programs, along with simplification of the refunding process, and (5) Planning grants should be made available to state and/or local governments for the development of comprehensive manpower plans, incorporating education, work, and training programs with the necessary sequential linkages and related manpower services. Each recommendation is supported by a synopsis of relevant findings. Five appendices contain excerpts from selected literature pertaining to manpower policy. See also VT 006 507. (ET)

ED 023 840 VT 005 996
Vocational and Technical Education.

Education Commission of the States, Denver, Colo.

Pub Date Jun 68

Note-48p.

Journal Cit-Compact; v2 n3 pp1-44 June 1968

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors-Business, Economically Disadvantaged, Educational Innovation, Educational Objectives, *Educational Problems, Expenditures, Federal Aid, Federal Laws, Federal Legislation, Industry, Junior Colleges, Manpower Needs, Program Improvement, *Program Proposals, State Programs, *Technical Education, Urban Education, *Vocational Education
Volume 2, Issue 3 of "Compact" was designed to point out the problems and potential of vocational-technical education and to offer some suggestions for action. Major content includes: (1) "Education for Twenty-First Century Employment," by Wayne Morse, (2) "Pending Federal Legislation Encourages Vocational Innovation," by Grant Venn, (3) "Vocational Education in Federal Legislation: A Summary," (4) "Crisis in Vocational Leadership," by Lowell Burkett, (5) "The Governors Support Vocational Legislation," by Calvin Rampton, (6) "Proposals for State Action in Occupational Education," (7) "Voluntary Quality Control for Vocational-Technical Schools," by Frank Dickey, (8) "Occupational Education, Middle Manpower and the Junior College," by Norman C. Harris, (9) "Rhode Island Pioneers Coordinated Approach," (10) "The Manpower Mission of the Public Schools," by Marvin Feldman, (11) "Is Vocational Education for the Poor?" by Philip Lerman, (12) "Pennsylvania's Scheme Offers New Hope for Slum Dwellers," (13) "The Urban Education Context," by John Volpe, (14) "Changing Industrial Needs and Job Training," by Charles DeCarlo, (15) "What Is the Responsibility of Business in Modernizing Education?" and (16) "The Private Sector in Vocational Education," by Charles Percy. Tables reflect federal allotments to states for vocational education in fiscal year 1968 and total state expenditures for vocational education in fiscal year 1965. (DM)

ED 023 841 VT 006 024

Shimberg, Benjamin Moe, John V.

A Pilot Study to Determine the Feasibility of Investigating Nationally the Impact of Licensing Practices on the Availability and Mobility of Non-Professional Manpower in Occupations Where Skill Shortages Exist. Final Report.

Educational Testing Service, Princeton, N.J.
Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date May 68

Note-105p.

EDRS Price MF-\$0.50 HC-\$5.35

Descriptors-Certification, Credentials, Feasibility Studies, Labor Supply, Mobility, Nonprofessional Personnel, Occupational Information, Qualifications, Questionnaires, Standards, State Laws, *State Licensing Boards, State Standards, Testing Programs, Tests

Identifiers-California, Florida, Illinois, New York, Texas

To carry out this study, personal interviews were conducted with licensing personnel in the geographically diverse states of New York, California, Florida, Illinois, and Texas. The non-professional occupations (those requiring not more than two years of post-high school training) examined for licensing requirements in at least one of the five states were practical nurses, plumbers, ophthalmic dispensers, dental hygienists, psychiatric technicians, clinical laboratory personnel, electricians, heating and air conditioning workers, and aircraft mechanics. Some of the factors believed to contribute toward the inhibitory effects of licensing on both job entry and interstate mobility were (1) poor communication between applicants and licensing boards, (2) misleading application forms, (3) subjective and inconsistent training and/or experience requirements, (4) cost of licensure, (5) variable examining procedures, and (6) inadequate reciprocity agreements between states and areas within a given state. Further research directions were recommended. Copies of form letters and the interview guide are in the appendix. (ET)

ED 023 842 VT 006 147

Hardin, Einar And Others

Economic and Social Implications of Automation, Abstracts of Recent Literature. Volume 3, Literature 1961-1965.

Michigan State Univ., East Lansing. School of Labor and Industrial Relations.

Note-122p.

Document Not Available from EDRS.

Descriptors-Abstracts, Administration, *Automation, Collective Bargaining, Economic Development, Employment, Industry, Innovation, Labor Economics, Labor Unions, Occupational Information, Organization, Public Policy, *Research, *Socioeconomic Influences, Technological Advancement, Work Attitudes
Abstracts and bibliographic information on social science research literature pertaining to this subject are grouped under the headings of: (1) Automation and Technological Change Concepts, Research Methods and Priorities, (2) General Surveys and Symposia, (3) Economic Growth, (4) Employment, Wages, Costs, and Output, (5) Job Content and Requirements, Selection and Training, and Job Design, (6) Formal and Informal Plant Organization, (7) Job Satisfaction and Attitudes Toward Change, (8) Planning and Administration of Change, (9) Unionism and Collective Bargaining, (10) Community and Society, and (11) Labor Market Policy and Programs. Most items reflect economic, psychological, and sociological correlates and effects of technological change. Descriptions of technology were included only when they appeared relevant to the problem of measuring the state of technology or its direction and rate of change. The content includes a list of related bibliographies and a glossary of acronyms. The 300 items in the bibliography are indexed by author. (DM)

ED 023 843 VT 006 156

Education and Training: Learning for Jobs, 6th Annual Report of the Department of Health, Education, and Welfare to the Congress on Training Activities under the Manpower Development and Training Act.

Department of Health, Education and Welfare, Washington, D.C.

Report No-OE-87020-68

Pub Date Apr 68

Note-102p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FSS 287:87020-68, \$60)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors-Adult Vocational Education, Business Cycles, Economic Factors, Educational Innovation, Educational Objectives, Experimental Programs, *Federal Programs, Guidance, Manpower Needs, Occupations, Participant Characteristics, Prevocational Education, Program Administration, Program Descriptions, *Program Evaluation, Program Improvement, Students, Teachers

Identifiers-Manpower Development and Training Act Programs, MDTA Programs

This report, required by section 233 of the Manpower Development and Training Act, opens with the chapter, "Adapting to Economic Change," which comments on major program changes during 1967, all of which relate to increasing the proportion of hard-core unemployed in the program. The chapters, "The Range of Training," and "The Means of Training," discuss the variety of skills taught, educational offerings, supportive services, personnel developments, teaching methods and materials, and equipment and facilities for manpower training. "National Programs and Services" reviews programs for Redevelopment Area Residents and the increasing proportion of training being conducted under national contracts with employer, trade, or non-profit groups. The manpower program's contribution to development of improved training methods and the institutional training aspects of experimental and demonstration projects are considered in "Innovations and Experiments." The final chapter is "Evaluating Training." Six recommendations concern (1) resources for effective training of the hard-core disadvantaged, (2) more stable funding, (3) improved staff resources, (4) placement services, (5) medical aid, and (6) extending the National Manpower Advisory Committee's functions. Statistical tables, the "Report of the Advisory Council on Vocational Education," and a list of national contractors are in the appendices. (ET)

ED 023 844 VT 006 172

Stevenson, Bill

The Role of Vocational-Technical Education in the University.

Note-11p.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors-Educational Needs, Educational Research, Organization, Public Schools, *Relationship, School Industry Relationship, State Departments of Education, *Teacher Education, Technical Education, *Technical Institutes, *Universities, University Administration, *Vocational Education

Identifiers-Oklahoma State University

A council of Oklahoma representatives of vocational and technical teacher education, technical institutes, and the vocational research coordinating unit organized to (1) identify and define the role of Oklahoma State University in the field of vocational and technical education, (2) provide a forum for exchange of ideas among the vocational-technical services, (3) contribute to the development of a dictionary of terms for vocational and technical education, and (4) identify common research problems and disseminate research findings. This document contains their definition of the role of the Oklahoma State University in vocational education. Four branches of the university which deal with vocational-technical education are discussed. The roles and relationships of teacher education, research, and technical institutes with the technical field, the college of education, public schools and counselors, the state department of vocational education, other vocational-technical departments, research both in the technical field and the fields of education and vocational education, with business and industry, and with the administration of the university are considered. (FP)

ED 023 845 VT 006 243

Technical Education Yearbook, 1967-1968.

Pub Date 68

Note-215p.

Available from-Prakken Publications, 416 Longshore Drive, Ann Arbor, Michigan 48107 (\$10.00)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors-Bibliographies, Curriculum, *Directories, Employment Trends, Federal Laws, Job Placement, *Occupational Information, Professional Associations, *Program Descriptions, Program Development, Publications, Student Enrollment, *Technical Education, Technical Institutes, *Technical Occupations

Designed to reflect the growth in technical education and to fulfill the need for a single source document containing information about that field, this third edition was compiled for those schools now offering technician training, for those planning to offer such training in the near future, and for guidance personnel who counsel young

people planning careers as technicians. A nationwide directory of 1,024 institutions offering technician training is arranged by state and lists the total and technician enrollment, the admission requirements, and the available programs for each. Other sections present: (1) current developments in technician education, (2) federal legislative developments relating to technician education, (3) occupational information about the technician including a classification of technical education and technician manpower requirements and supply, (4) case studies for selected technician education programs, (5) articles on issues, problems, and proposals in technician education, and (6) the professional organizations concerned with technician education. A bibliography lists books, pamphlets, and articles containing information on technician education which have been published since 1965. Previous editions of the Yearbook are available as VT 002 407 and VT 003 546. (HC)

ED 023 846 VT 006 271

Vocational Education Improvement Act Amendments of 1967; Hearings before the General Subcommittee on Education...on H.R. 8525 and Related Bills...Held in Washington, D.C., April 12, 13, 17, 1967. Part I.

House of Representatives, Washington, D.C. Committee on Education and Labor.

Pub Date 68

Note-305p.

EDRS Price MF-\$1.25 HC-\$15.35

Descriptors-*Economic Factors, Educational Facilities, Educational Finance, *Educational Policy, *Federal Legislation, Financial Support, *Opinions, Program Descriptions, *Vocational Education, Work Study Programs
Identifiers-*Vocational Education Improvement Act

Testimony relative to the Vocational Education Improvement Act Amendments of 1967 as given in three Committee sessions is presented in the form of verbatim oral questions and answers, prepared statements, letters, and supplemental materials. Major prepared statements were by (1) Harold Howe II, (2) Grant Venn, (3) The Division of Adult and Vocational Research, U.S. Office of Education, (4) the Division of Vocational Education, New Jersey, (5) Bruce F. Davis, (6) Lowell A. Burkett, (7) Burl R. Shoemaker, (8) Philip W. Seagren, (9) George Brandon, (10) Catherine T. Dennis, (11) Everett P. Hilton, (12) Division of Vocational Education, Ohio, (13) Kermit C. Morrissey, (14) Frederic S. Cushing, and (15) the National Education Association. The text of H.R. 8525 and a summary are provided. Major sections of this bill deal with (1) increased authorization of funds, (2) exemplary and innovative programs and projects, (3) work study programs, (4) residential vocational education schools, (5) teacher fellowship and exchange programs. Other hearings on this same legislation are reported in VT 006 272 and VT 006 273. (EM)

ED 023 847 VT 006 272

Vocational Education Improvement Act Amendments of 1967; Hearings before the General Subcommittee on Education...on H.R. 8525 and Related Bills...Held in Los Angeles, Calif., April 22; Chicago, Ill., April 28; South Bend, Ind., April 29, 1967. Part 2.

House of Representatives, Washington, D.C. Committee on Education and Labor.

Pub Date 68

Note-519p.

EDRS Price MF-\$2.00 HC-\$26.05

Descriptors-*Economic Factors, Educational Finance, *Educational Policy, Federal Aid, *Federal Legislation, *Opinions, *Program Descriptions, Student Enrollment, *Vocational Education, Work Study Programs
Identifiers-*Vocational Education Improvement Act

Testimony relative to the Vocational Education Improvement Act Amendments of 1967 as given in three committee sessions is presented in letters, and supplemental materials. Major prepared statements were by (1) Lee W. Ralston, (2) Margaret L. Crawford, (3) David Allen, William McCann, (5) Glen Guldberg, (6) Joseph H. Stephenson, (7) Ronald Regan, (8) The Regional Conference on Education, Training and Employment, (9) Seymour L. Wolfbein, (10) Samuel C. Kelly, (11) Joseph E. Casey, (12) John A. Sessions, (13) Eli Cohen, (14) Frank J. Dressler, (15)

Gerald Leighbody, (16) George Brandon, (17) The Research Council of the Great Cities Program for School Improvement, (18) Samuel C. Bernstein, and (19) Eldon E. Ruff. The Chicago session included testimony from students at local vocational schools. The appendix contains other letters and statements relative to the amendments and vocational education. Also included is "Automation and Technology in Education, A Report of the legislation are reported in VT 006 271 and VT 006 273. (EM) Congress of the United States," August 1966. Other hearings on the same legislation are reported in VT 006 271 and VT 006 273. (EM) c

ED 023 848 VT 006 273

Vocational Education Improvement Act Amendments of 1967; Hearings before the General Subcommittee on Education...on H.R. 8525 and Related Bills...Held in Washington D.C., January 31 and February 1, 1968. Part 3.

House of Representatives, Washington, D.C. Committee on Education and Labor.

Pub Date 68

Note-119p.

EDRS Price MF-\$0.50 HC-\$6.05

Descriptors-*Educational Policy, *Federal Legislation, Opinions, *Program Descriptions, *Social Problems, *Vocational Education
Identifiers-Project Able, *Vocational Education Improvement Act

Testimony relative to the Vocational Education Improvement Act Amendments of 1967 as given in two committee sessions is presented in the form of verbatim oral questions and answers and prepared statements. Major prepared statements were by (1) Leon M. Lessinger, (2) Maurice J. Daly, (3) Beatrice Pressley, (4) Jacob J. Kaufman, and (5) Leon P. Minnear. The latter includes "Changing the Contexts in Which Occupational Education Takes Place, A Report by the Task Force on Vocational-Technical Education to the Education Commission of the States, With Proposals for Consideration by Each of the Fifty States." Other hearings on this same legislation are reported in VT 006 271 and VT 006 272. (EM)

ED 023 849 VT 006 305

Perrone, Philip A. Gross, Lola

A National School Counselor Evaluation of Occupational Information. Vocational Technical Report.

Wisconsin Univ., Madison. Industrial Relations Research Inst.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date Apr 68

Note-33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors-Business Education Teachers, *Counselors, Distributive Education Teachers, *High Schools, Information Dissemination, *Information Sources, Information Utilization, Librarians, National Surveys, Occupational Choice, Occupational Clusters, Occupational Guidance, *Occupational Information, Principals, Trade and Industrial Teachers

To secure data on the availability and utilization of occupational information, questionnaires were sent to all public high schools on a 1962 listing supplied by the Office of Education and to a random sample of schools later discovered not to have been included in the list. Personnel in 4,436 schools responded, including 3,983 building principals, 3,090 librarians, 2,733 trade and industrial teachers, 621 distributive education teachers, 1,182 commercial teachers, and 3,582 school counselors. It was found that, although approximately 58 percent of high school graduates enter work or a work preparatory program following high school, occupational information for this group is the poorest. Many boys and girls never seek information. There is heavy reliance on reading activities for occupational information with the "Occupational Outlook Handbook" the most frequently utilized source. Information in regard to training opportunities, job clusters, psychological characteristics of workers, and occupational outlook is inadequate. Recommendations include development of multi-media approaches to information dissemination by private publishers, major data-gathering activities by the government, establishment of state or regional information centers to which all schools would have access, use of job cluster format in presenting occupational information, and use of films or filmstrips to depict elements of work. (JK)

ED 023 850 VT 006 321

Perspectives in Manpower Planning. An Edinburgh Group Report.

Institute of Personnel Management, London (England).

Pub Date Dec 67

Note-94p.

Available from-Institute of Personnel Management, 5 Winsley Street, Oxford Circus, London, W. 1, England (\$1.44).

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors-*Business, Data Analysis, Educational Needs, Employment Projections, Government Role, *Industry, Information Needs, *Manpower Development, Manpower Needs, Manpower Utilization, *Organizational Change, Organizational Climate, *Planning, Socioeconomic Influences
Identifiers-England

The examination of manpower planning is an important management activity rather than as a specialist technique is the purpose of this pamphlet. "The Climate of Manpower Planning" describes the present circumstances in which manpower studies are carried out and the national economic and political forces which affect organizations. "Motivation for Manpower Studies," "Manpower Analysis," and "Manpower Utilization: The First Priority" discuss company involvement in such planning and basic information gathering systems, and emphasize the need for studies of manpower utilization. "Manpower Forecasting" and "Manpower Planning in the Organization" distinguish between manpower forecasting and manpower planning, and indicate how a forecast is turned into a plan. "Manpower and Government" discusses the role of government in national manpower investigations. "Manpower and Training" shows how national training needs and requirements can be closely linked to a manpower plan. "Manpower and Education" discusses the implications of present trends in the educational system for the future availability of manpower. (EM)

ED 023 851 VT 006 360

Counselor's Handbook: I, Counselor's Interviewing Guides in Individual Appraisal; II, Counselor Appraisal Patterns Related to Fields of Work.

Bureau of Employment Security (Dept. of Labor), Washington, D.C.

Pub Date 67

Note-528p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.00)

EDRS Price MF-\$2.00 HC-\$26.50

Descriptors-Academic Achievement, Aptitude, Attitudes, Educational Background, *Individual Characteristics, Occupational Choice, *Occupational Clusters, *Occupational Guidance, *Occupational Information, *Occupations, Vocational Interests

Part I includes guides for appraising individual characteristics such as interests, temperament, educational development, and aptitudes, to help the counselee learn about himself. Part II includes guidelines for appraising individual characteristics as they relate to the 18 fields of work (occupational clusters) which help the counselee learn about the world of work. Some of the occupational clusters are: (1) engineering and related, (2) clerical, (3) service, (4) mechanical and electrical, and (5) graphic arts. Comparable information in capsule form is given in the "Counselor's Desk Aid" (VT006 359), which also includes sample forms for use with individual counselees. The Branch of Counseling and Testing Services developed the "Counselor's Handbook" and the "Counselor's Desk Aid" for the use of employment counselors in state employment offices, but it should also be useful to vocational counselors in other settings such as schools and rehabilitation agencies. (CH)

ED 023 852 VT 006 365

de Wolff, Pieter And Others

Wages and Labour Mobility; A Report by a Group of Independent Experts on the Relation between Changes in Wage Differentials and the Pattern of Employment with a Foreword on the Implications of the Study for Income Policy.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date Jul 65

Note-249p.

Available from-OECD Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 (\$9.00).

EDRS Price MF-\$1.00 HC-\$12.55

Descriptors-Employment Level, *Employment Patterns, Foreign Countries, Industry, *Labor Economics, Labor Supply, *Labor Turnover, *Occupational Mobility, Relocation, Salaries, *Wages

Identifiers-Belgium, Canada, France, Germany, Italy, Netherlands, Norway, Sweden, United Kingdom, United States

To determine the relationship between wage structure and employment patterns available evidence on changes in relative earnings and in relative numbers employed were surveyed for periods up to 15 years in 10 countries: Belgium, Canada, France, Germany, Italy, the Netherlands, Norway, Sweden, the United Kingdom, and the United States. Some findings were: (1) Industrial, occupational, regional wage rankings and wage differentials have been quite stable over relatively long periods of time, (2) Job turnover rates tend to be high where pay is low, and vice versa, and (3) Industry earnings averages appear to be related to the degree of concentration and profitability. Some implications were: (1) Wages should not be interpreted as having a causal relationship with a changing pattern of employment, (2) A period of rising wages puts pressure on declining industries and occupations to release workers, and (3) Substantial wage raises are necessary to remedy the position of workers who are recognized as underpaid in their occupation. Changes in relative earnings may improve allocative efficiency in (1) attracting labor to remote regions, (2) reducing labor turnover, (3) preventing attrition of employees for which long training periods are required, and (4) attracting qualified people in newly emerging professional occupations. (DM)

ED 023 853 VT 006 374
Occupational Employment Statistics-Sources and Data.

Bureau of Labor Statistics (Dept. of Labor), Washington, D.C.
Report No-R-305
Pub Date Jun 66
Note-91p.

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors-Employment Level, *Information Sources, *Labor Force, *National Surveys, *Occupational Surveys, *Statistical Data

Data on national employment for individual occupations and for selected industries are compiled. Short descriptions of the data sources are also given. Sections are titled (1) Occupational Data Based on Monthly Surveys of Households, (2) Occupation by Industry Statistics from Population Censuses, (3) Occupational Employment Data from Professional Societies, (4) Occupational Employment Data from Surveys of Employers, (5) Occupational Employment Data from Federal Regulatory Agencies, (6) Occupational Employment Data from the Federal Government, (7) Occupational Data from Wage Surveys, and (8) Local Area Occupational Information. Twenty tables give national employment data as reported from these several sources. The appendix contains tabular data for national employment in 1960-65 which was derived from sources other than the decennial census. (EM)

ED 023 854 VT 006 377

Manpower Problems in the Service Sector. Background Report for a Trade Union Seminar. International Seminars 1966-2.

Organisation for Economic Cooperation and Development, Paris (France).
Spons Agency-Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date 67
Note-124p.

Available from-OECD Publication Center, Suite 1305, 1750 Pennsylvania Ave. Washington, D.C. 20006 (\$2.30).

EDRS Price MF-\$0.50 HC-\$6.30

Descriptors-Economic Factors, Economic Progress, *Economics, Employment Level, Employment Opportunities, *Employment Problems, Employment Trends, Foreign Countries, Government Role, *Industry, Labor Economics, Labor Force, Labor Market, Labor Unions, *Policy, Public Policy, Recruitment, Seminars, Service Occupations, *Services, Vocational Education, Wages, Working Hours
Identifiers-Europe

The papers and discussion at an international seminar of manpower and labor experts are summarized by G. Bowen Thomas. An interpretative essay, "Manpower Problems of An Expanding Sector," by Solomon Barkin, is also included. The seminar was designed to fill the information gap and to stimulate investigations concerning common manpower and labor problems of the entire services sector and the distinctive problems in its various branches. The services sector of the economy consists of those diverse activities which are not embraced within the primary or natural resource sector nor in manufacturing. Some highlights concerning the services sector are: (1) The demand for an increasing number of services often cannot be met by the market mechanism, due to consumer unwillingness to pay the price demanded, and increasing governmental intervention and initiative has become necessary, (2) The desire for better services for longer periods of time has resulted in the use of far more married women and part-time labor, (3) An ever-changing pattern of services implies the need for a more fluid and mobile labor force with wider and more flexible skills, and (4) The need for improved training, recruitment, and educational standards for entry workers is imperative. Data needs and directions for research are discussed. (ET)

ED 023 855 VT 006 418

Establishment of a Vocational Evaluation-Work Adjustment Unit. Final Report.

Springfield Goodwill Industries, Inc., Mass.
Spons Agency-Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date 1 Feb 67

Note-137p.

EDRS Price MF-\$0.75 HC-\$6.95

Descriptors-Counseling, Demonstration Programs, Disadvantaged Groups, Evaluation, *Handicapped, Job Placement, Mentally Handicapped, Personal Adjustment, Physically Handicapped, *Pilot Projects, Program Content, Program Coordination, *Program Descriptions, Program Evaluation, Program Guides, *Rehabilitation Programs, Vocational Adjustment, Vocational Education, *Vocational Rehabilitation

Identifiers-Massachusetts, Springfield

A multi-phased demonstration and research project was established to assist with rehabilitation problems of severely disabled and handicapped persons. Services made available were: (1) evaluation of the individual's vocational potential, (2) work and personal adjustment programs, (3) training courses not available through traditional sources, (4) guidance in placement service, and (5) research in evaluation and testing procedures. General objectives were: (1) to search for and apply knowledge, methods, and techniques previously acquired, (2) to increase the number of employable handicapped, (3) to strengthen and increase community resources for vocational rehabilitation, and (4) to initiate programs of research within problem areas. Some results were: (1) development of a system of simulated work tasks for evaluation of an individual's vocational potential for rehabilitation, (2) establishment of counseling and guidance services resulting in a combined personal adjustment-work adjustment approach to help the client achieve an optimal adjustment to the world of work, (3) initiation of a program of on-the-job training with emphasis on the acquisition of skills in areas for which training was not readily available through traditional local sources, and (4) determination that a placement counselor is necessary for the rehabilitation program. (DM)

ED 023 856 VT 006 422

Guide to Structure and Articulation of Occupational Education Programs (Grades 7 through 12 and Post-High School).

Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.

Pub Date 68

Note-109p.

EDRS Price MF-\$0.50 HC-\$5.55

Descriptors-Adult Vocational Education, *Articulation (Program), Community Colleges, *Curriculum, Curriculum Development, Guidelines, High Schools, Junior High Schools, *Occupational Clusters, Occupational Guidance, Occupational Information, *Program Development, Program Guides, Special Education, Technical Education, *Vocational Education, Work Experience Programs

Intended as a flexible instrument, this guide suggests approaches for providing (1) meaningful occupational education throughout the junior high and high school structure, (2) opportunities for attaining entry level occupational competency in the secondary education complex, and (3) occupational education at the high school level which is appropriate to continuation beyond high school. On the basis of (1) the adoption of the occupational cluster concept which involves its grouping of occupations with identical or similar skill and knowledge requirements, (2) the implementation of a program of occupational exploration in grades 7 through 10, (3) the availability of adequate guidance and counseling, and (4) the provision of introductory courses at the ninth and 10th grade levels, a pattern of occupational education for secondary schools is suggested and approaches to organization, content, scope, and sequence of 12 cluster-based occupational curriculums are presented. The roles of high school occupational programs are identified as providing specific preparation for those who drop out and those who do not continue beyond high school, and a complementary learning experience to those who continue their occupational education. The alignment of the 12 curriculums with typical community college programs is illustrated, and the development of agriculture education from grade 9 through the community college program is presented schematically. (JK)

ED 023 857 VT 006 470

Mayer, Leon Albert
Occupational Education for Meat Inspection and Laboratory Animal Caretaker Jobs.

Pub Date 68

Note-243p.

Available from-University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Document Not Available from EDRS.

Descriptors-Agricultural Education, *Animal Caretakers, Animal Science, *Educational Needs, Employer Attitudes, *Employment Opportunities, *Food and Drug Inspectors, Job Skills, Occupational Surveys
Identifiers-Illinois

To determine educational requirements and opportunities for employment, 60 representatives of animal laboratories and meat inspection agencies were interviewed in a 30-county area in northern Illinois. The chi-square test, analysis of variance test, and Pearson product moment correlation were utilized to conclude that: (1) Substantial opportunities were available and educational programs were needed for laboratory animal caretakers and meat inspectors, (2) 63 items of competency were needed by new workers in laboratory animal caretaker jobs and 12 additional items by experienced workers, (3) 51 items of competency were needed by new workers in meat inspection jobs and 10 additional items by experienced workers, (4) On-the-job training was recommended as the most appropriate way of developing competencies, (5) 23 common competencies were identified for new workers and 21 common competencies for experienced workers, and (6) Respondents with more education and tenure tended to rate competencies higher. Courses and course content were recommended for: (1) a high school program to prepare workers for new jobs, (2) a post-high school program to prepare persons for supervisory jobs, and (3) adult education programs for in-service training. This thesis was presented to the University of Illinois in fulfillment of the Ed.D. degree. (DM)

ED 023 858 VT 006 472

Johnson, Cecil Heyward
The Identification of Teacher Opinion Leaders: An Element in a Change Strategy for Agricultural Education.

Pub Date 68

Note-215p.

Available from-University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors-Adult Leaders, Agricultural Education, Change Agents, Educational Innovation, Group Structure, Interaction Process Analysis, Peer Relationship, *Sociometric Techniques, *Teacher Characteristics, *Vocational Agriculture Teachers
Identifiers-South Carolina

To gain some insight and understanding of the opinion leadership phenomenon as an element of a change strategy for agricultural education, a

means of identifying and investigating the personal and social characteristics of teachers identified as opinion leaders was developed. Chi square, "t" test, and Spearman's rank order correlation coefficient were used to analyze data obtained by group interviews from 272 of the 279 vocational agriculture teachers in South Carolina. Individuals nominated four or more times by their peers as sources of advice and information were identified in 11 areas of vocational agriculture program and were considered to be opinion leaders. They were found to be significantly older, more experienced and innovative, higher salaried, more highly educated, exhibited a greater degree of social participation and held more professional education offices than their peers. There was no significant difference in the number of teacher positions held, number of professional education and technical agriculture publications read, degree of satisfaction with job, conformity to social system norms, innovativeness or how cosmopolitan a teacher was rated. This Ph.D. dissertation was submitted to Ohio State University. (DM)

ED 023 859 VT 006 507
Report of the Committee on Administration of Training Programs.

Committee on Administration of Training Programs, Washington, D.C.

Pub Date Mar 68

Note-84p.

EDRS Price MF-\$0.50 HC-\$4.30

Descriptors-Adult Basic Education, *Adult Vocational Education, Apprenticeships, Employment Services, *Federal Programs, Financial Support, Interagency Coordination, Manpower Development, Poverty Programs, *Program Administration, Program Coordination, Program Description, Program Development, *Program Evaluation, *Program Improvement, State Programs, Vocational Rehabilitation

Identifiers-Economic Opportunity Act, Manpower Development and Training Act Programs, MDTA Programs, Job Corps, Neighborhood Youth Corps, NYC, Social Security Act, Vocational Education Act

This report to the Secretary of the Department of Health, Education, and Welfare is based on the research findings of a private research contractor, Greenleigh Associates (See VT 005 948 and VT 005 949), site visits, and interviews with persons connected with about 30 federally supported job training programs. The 30 programs are of two types: those established by statutes such as the Manpower Development and Training Act, the Economic Opportunity Act, and the Vocational Education Act, and special programs established by administrative action in order to serve special target groups or to provide better delivery systems and improved coordination. Although some duplication and inefficiency was found in the programs operated during the period of this study (April 1967 to March 1968), the Committee observed that these failings rarely were severe enough to vitiate the usefulness of the programs. Twenty specific recommendations for improving the administration of the training programs at the federal, state, and local levels of government are presented and elucidated. The recommendations cover facets of policy, funding, organization, procedure, and staff training. Economic cost-benefit analyses of the various programs were not conducted. (ET)

ED 023 860 08 VT 006 561
Ryan, T. A.

Summer Institute to Prepare Vocational Educators in Curriculum Development.

Oregon State Univ., Corvallis.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0497

Pub Date Jul 68

Grant-OEG-4-7-070497-3143

Note-231p.

EDRS Price MF-\$1.00 HC-\$11.65

Descriptors-Behavioral Objectives, *Change Agents, Curriculum Design, *Curriculum Development, Decision Making, Educational Innovation, Models, *Summer Institutes, *Vocational Education, *Vocational Education Teachers

A 4-week institute to prepare vocational educators in leadership positions for a change agent role in vocational education curriculum development was held on the Oregon State University

campus from June 19 to July 14, 1967. A broad-based approach to the curriculum process was used, implementing an organic curriculum concept and behavioral definition of objectives in a systems approach to curriculum development. Major objectives were to (1) develop greater understanding of curriculum theory and design, (2) increase familiarity with innovative programs and practices, and (3) develop proficiency in using techniques and strategies of a decision model of curriculum development. An enrollment of 30 participants was selected from 130 applications. The program included presentations by the resident faculty, visiting lecturers, assigned readings, field trips, reaction groups, questions and answer sessions, and discussion groups. A task force project developed a guide to vocational education curriculum development. The state director of vocational education and his professional staff participated in program planning, staffing, and operation. Post-institute evaluation indicated achievement of objectives. (DM)

ED 023 861 VT 006 578
State Licensing of Health Occupations.

Public Health Service (DHEW), Washington, D.C. National Center for Health Statistics.

Report No-PHSP-1758

Pub Date 68

Note-179p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS2.102:L61, \$1.25).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors-*Certification, *Health Occupations, Health Occupations Education, *National Surveys, Organization, Policy, Professional Education, Questionnaires, *State Licensing Boards, Statistical Data

About 25 health professions and occupations are licensed by one or more states according to the survey of state licensing provisions by the National Center for Health Statistics. Data is presented in 22 chapters on the licensure of administrators, chiropractors, clinical laboratory personnel, dental hygienists, dentists, professional engineers, midwives, naturopaths, practical nurses, professional nurses, opticians, optometrists, pharmacists, physical therapists, psychologists, "doctors of medicine," "doctors of osteopathy," podiatrists, radiologic technologists, sanitarians, social workers, and veterinarians. Information includes occupations licensed by each state, trends in occupational licensing, compulsory versus voluntary acts, organizational patterns of licensure responsibility, composition of licensing board, powers and duties of licensing boards, qualifications for initial licensure, state policies with regard to special licensing, and licensure statistics; an 18 page summary is arranged under these headings. There are 127 tables and a sample questionnaire is included in the appendix. (JK)

ED 023 862 VT 006 599
Blume, Paul R.

An Evaluation of Institutional Vocational Training Received by American Indians through the Muskogee, Oklahoma Area Office of the Bureau of Indian Affairs.

Oklahoma State Univ., Stillwater.

Spons Agency-Manpower Administration (DOL), Washington, D.C.

Pub Date May 68

Note-261p.

Available from-University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan 48106.

Document Not Available from EDRS.

Descriptors-*Adult Vocational Education, *American Indians, Cost Effectiveness, Employment Experience, Federal Programs, Income, *Program Evaluation, Student Characteristics, *Vocational Followup

Identifiers-Oklahoma, Public Law 959

The adult vocational training received by Indians under Public Law 959 was evaluated to determine benefits of institutional training programs and to develop manpower policy recommendations. Criteria of the evaluation included employment experience, income, labor force attachment, and benefit cost ratio. Of the approximately 670 Indians who received adult vocational training, information was obtained for 220 from school files and by mailed questionnaire. Some trainee characteristics were: (1) The average

trainee was better educated than the average Indian, (2) The employment and income levels were low by most standards, (3) There was a fairly high noncompletion rate among the trainees, and (4) There was some indication that the questionnaire response rate was partially affected by the cultural and historical background of the trainees. Conclusions were: (1) Completion of training results in an average increase in income of \$1,929, (2) The average increase in employment was about 3 and one half months of additional employment, and (3) The social benefit cost ratio was found to be 2.39. This dissertation was submitted to Oklahoma State University. (DM)

ED 023 863 VT 006 603

Bates, Wilfred Miles

An Examination of the Relationship of Selected Variables to Interstate Geographic Mobility of Technician Graduates of the Associate Degree Programs in Oklahoma.

Oklahoma Vocational Research Coordinating Unit, Stillwater.

Pub Date May 68

Note-133p.

Available from-University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Document Not Available from EDRS.

Descriptors-*Associate Degrees, Attitudes, *Graduates, *Graduate Surveys, Individual Characteristics, Junior Colleges, *Migration, *Technical Education, Technical Institutes, Vocational Followup

Identifiers-Oklahoma

Graduates of associate degree programs in Oklahoma who secured employment within and outside of the state were compared on their response to the following variables: (1) personal and socioeconomic background, (2) attitude toward Oklahoma, (3) attitude toward variables related to employment, (4) employment practices of employers, (5) economic aspirations, and (6) personal, social, or economic reasons. Findings indicated (1) A graduate who migrated out of Oklahoma was likely to be of lower age, married, of upper or middle socioeconomic class, from urban areas, prefer urban areas, and a technical institute graduate rather than a community college graduate, (2) Most technician graduates who migrated out of state felt their future would be better, (3) Graduates who migrated out of Oklahoma appeared to prefer employment with companies of over 1,000 employees and least prefer employment with a governmental agency or self-employment, (4) 74 percent of the technician graduates who expected annual incomes of more than \$10,000 per annum in 5 years left the state, (5) Graduates remaining in the state did so for personal or social reasons and those migrating did so for economic reasons, and (6) Out-of-state employers were more effective recruiters and paid approximately 13 percent more for the services of the technician graduates than did employers from Oklahoma. This report was submitted to Oklahoma State University in fulfillment of D. Ed. degree. (DM)

ED 023 864 VT 006 605

Manpower Planning and Forecasting, Proceedings of the Annual Research Conference (10th, Beverly Hills, California, April 10-11, 1967).

California Univ., Los Angeles. Inst. of Industrial Relations.

Pub Date 68

Note-70p.; Proceedings of the Annual Research Conference (10th, Beverly Hills, California, April 10-11, 1967).

Available from-Institute of Industrial Relations, University of California, Los Angeles, California 90024 (\$1.00).

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors-Aerospace Industry, *Automation, Conference Reports, Employment Projections, Government Role, *Industry, *Manpower Development, Manpower Utilization, *Minority Groups, *Technological Advancement

Identifiers-*Annual Research Conference, California

Five conference papers covering research studies and problems related to effective utilization of manpower in southern California are presented. "The Impact of Technological Change on Employees in the Southern California Aerospace Industry," by Paul Prasow, reports a longitudinal study of social and psychological ad-

justment factors related to automation of machine tools and data processing in the aerospace industry. "The Minority Group Employee" by William H. Reynolds summarizes a study of Negro employees in Los Angeles. "Problems of Industrial Organizations in Manpower Planning and Forecasting," by Ben H. White, discusses manpower planning activities dealing with the "business planning-industrial relations interface" and problems of identifying manpower requirements, developing a plan, allocating resources and initiating implementation actions. "The Role of Government in Effective Manpower Planning System, which seeks to establish interagency area planning units in 70 labor markets." "Communities and the Death of Manpower Planning," by Monroe E. Price, analyzes the fragmentation of manpower planning among social and economic groups and organizations. (EM)

ED 023 865

VT 006 606

Wiggins, Lloyd Lee

A Study of Attitudinal Changes of Student Teachers in Agricultural Education.

Oklahoma Vocational Research Coordinating Unit, Stillwater.

Pub Date Jul 68

Note-113p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Document Not Available from EDRS.

Descriptors—*Agricultural Education, *Changing Attitudes, Cooperating Teachers, High Schools, *Student Attitudes, *Student Organizations, *Student Teachers, Student Teaching, Teacher Attitudes, Vocational Agriculture, Vocational Agriculture Teachers

Identifiers—FFA, Future Farmers of America, Oklahoma

Changes in student-teacher attitudes toward participation in Future Farmers of America (FFA) activities were evaluated to determine the effect of teaching experience upon 75 student teachers in agricultural education. The 32 student teaching centers in Oklahoma were categorized according to participation in FFA activities into low, medium, and high levels. A 25-statement attitude scale designed to measure change in attitudes toward FFA participation was constructed and given as a pretest and post test to student teachers and as a questionnaire to cooperating teachers. Findings resulting from data analysis revealed: (1) Significant differences existed between treatment levels and total attitude changes with the greatest amount of positive influence in the medium treatment level, (2) Student teachers significantly changed their attitudes toward the direction of the expressed opinion of their cooperating teacher, (3) Cooperating teachers differed significantly by treatment levels in their opinion on some of the attitude statements, and (4) Student teachers were most influenced to change their attitude toward teaching production agriculture instead of teaching leadership development. Conclusions indicated student teaching centers should be selected with care because of their critical influence on student teacher attitude. This thesis was submitted to Oklahoma State University in fulfillment of Ed.D. degree. (DM)

ED 023 866

VT 006 624

The City and the World of Work: A Critical Examination of Life in Los Angeles and Urban America in the Mid-Sixties. Proceedings of the Annual Research Conference (9th, Los Angeles, March 14-15, 1966).

California Univ., Los Angeles. Inst. of Industrial Relations.

Pub Date 67

Note-61p.

Available from—Institute of Industrial Relations, University of California, Los Angeles, California 90024 (\$1.00).

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—*City Problems, Conference Reports, *Employment, Job Applicants, Perception, *Socially Disadvantaged, Social Values, *Urban Areas, *Urban Environment, Visual Environment

Identifiers—*Annual Research Conference, California, Los Angeles

Conference papers examining recent trends affecting the development of urban life in America are presented. "How People Look at Cities

Where They Live and Work," by Anselm L. Strauss, presents sample work and life styles and their effects on perceptions of cities. "Los Angeles as a Changing Community," by Fred E. Chase, discusses problems and characteristics of Los Angeles. "Los Angeles: The Enigma, the Paradox, the Challenge," by Peter A. Orleans, compares the social, spatial, and time orientations of Los Angelesans, and the characteristics of their city to other city dwellers and other cities. "Los Angeles and Watts: A Conflict in Work Values," by Stanley C. Plog, presents two illustrative case studies of socially deprived job applicants and six tips to employers of such persons. "The Use of Visual Cues in Understanding Communities and Formal Organizations," by William B. Wolf, presents a framework for use in utilizing visual cues such as pictures, signs, and objects in obtaining a better understanding of the impact of cities on individuals. (EM)

ED 023 867

24

VT 006 642

Williams, David L. Hull, William L.

Variables Influencing Teacher Adoption of Cooperative Agricultural Occupations Curricula.

Oklahoma State Univ., Stillwater. Dept. of Agricultural Education, Oklahoma Vocational Research Coordinating Unit, Stillwater.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No-RES-BULL-11

Bureau No-BR-7-G-052

Pub Date Jul 68

Grant-OEG-1-7-0700052-4587

Note-48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—*Adoption (Ideas), Bibliographies, *Cooperative Education, Curriculum, *Diffusion, Educational Innovation, High Schools, *Off Farm Agricultural Occupations, Success Factors, Vocational Agriculture, *Vocational Agriculture Teachers

Identifiers—Oklahoma

Oklahoma teachers attending workshops in the summers of 1965 and 1966 were not equally successful in initiating high school off-farm agricultural occupations programs even though the necessary competencies were attained. To determine relationships between teacher innovativeness and innovation diffusion, and to isolate variables associated with failure to adopt innovative programs, a diffusion scale, innovativeness scale, and administrator attitude scale were completed by interviewing each of the 32 teachers and their administrators. Diffusion of innovative practices was found to be significantly correlated with the number of teachers in a department, the number of students in a department, teacher innovativeness, and the number of non-farm agricultural students. The number of teachers in a department and teacher innovativeness accounted for nearly 52 of the 70 percent of the variance in the regression equation. Low correlations indicated the following factors did not seriously inhibit diffusion of cooperative agricultural occupations curricula: (1) administrator's attitude, (2) expenditure per pupil, (3) number of agricultural training stations available in the community, (4) offering of a separate agricultural mechanics class, and (5) the number of vocational education programs offered by the school. (DM)

ED 023 868

VT 006 654

Sybouts, Ward Norton, M. Scott

Madison Public Schools. Secondary Curriculum. In-Basket, Part I-III.

Nebraska Univ., Lincoln. Dept. of Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 8 Mar 68

Note-55p.

EDRS Price MF-\$0.25 HC-\$2.85

Descriptors—*Administrative Personnel, Administrator Responsibility, *Instructional Materials, *School Administration, *Simulation, *Vocational Education

The simulated instructional materials are miscellaneous communications which might appear in a high school principal's "in-basket." The student is instructed to carry out whatever activity he perceives as indicated. The purpose of the materials is explained in "Instructor's Guide for Using Simulated Materials to Instruct School Administrators in the Area of Occupational Education" (VT 005 410). Another related document is "The Madison School-Community-Abridged Background Materials" (VT 005 411). (JK)

ED 023 869

VT 006 668

Baugrud, Kim Julius

Industrial Education for the Visually Limited: The Teacher and His Approaches to Instruction in the Residential School.

Pub Date 68

Note-146p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Document Not Available from EDRS.

Descriptors—*Blind, Doctoral Theses, Educational Background, Effective Teaching, *Industrial Education, Partially Sighted, Questionnaires, Residential Schools, Specialists, Surveys, Teacher Attitudes, Teacher Background, *Teacher Characteristics, *Teaching Methods, Trade and Industrial Teachers

The purposes of this survey were to (1) ascertain the personal and professional characteristics of industrial education teachers of the visually limited, (2) identify prevailing instructional methods and techniques used by these teachers, and (3) ascertain the nature and extent of agreement between these teachers and selected specialists on their methods and techniques. Data were collected by questionnaire from 68 teachers in public and private residential schools for the blind and from 12 specialists. Major findings included: (1) 80 percent of the teachers had been in their present position more than 3 years, (2) Teachers learned methods of instruction by themselves or from other teachers, (3) 74 percent of the degree teachers had or were pursuing graduate degrees but less than 20 percent of all teachers had an American Association of Instructors of the Blind teacher rating, (4) There was a correlation of .834 between teachers and specialists on instructional methods, and (5) Teachers reported a need for course work in methods of teaching visually limited students. This study was submitted to the University of Missouri in fulfillment of the Ed.D. degree. (EM)

ED 023 870

VT 006 672

Spinti, Robert James

The Development of Trade and Industrial Education in Wisconsin.

Pub Date 68

Note-395p.

Available from—University Microfilms, Inc., 300 N. Zeeb Rd., Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, Apprenticeships, Bibliographies, Doctoral Theses, Extension Education, *Historical Reviews, Organization, Program Development, State Laws, Student Enrollment, Teacher Education, Technical Education, *Trade and Industrial Education

Identifiers—Wisconsin

The purpose of this study was to compile a history of trade and industrial education for the state of Wisconsin by tracing the development of the significant aspects of this phase of vocational education since the establishment of the first trade school in 1906. Major chapter headings are: (1) Background and origin of Trade and Industrial Education in Wisconsin, (2) Early Development of Trade and Industrial Education in Wisconsin, (3) Trade and Industrial Education in Wisconsin Following World War I, (4) Trade and Industrial Education in Wisconsin During the Economic Depression, (5) Trade and Industrial Education in Wisconsin During World War II and the Post War Period, (6) Trade and Industrial Education in Wisconsin During the Nineteen Fifties, and (7) The Influence of Recent Legislation on the Trade and Industrial Education Program in Wisconsin. This D.Ed. dissertation was submitted to the University of Missouri. (EM)

ED 023 871

VT 006 713

Colorado Guide for Teaching Human Development for Home Economics Education, Secondary Adult and Occupations.

Colorado State Board for Community Colleges and Occupational Education, Denver. Home Economics Div.; Colorado State Univ., Fort Collins. Dept. of Vocational Education.

Pub Date Jun 68

Note-187p.

EDRS Price MF-\$0.75 HC-\$9.45

Descriptors—*Behavioral Objectives, Child Development, Conceptual Schemes, *Curriculum Guides, High Schools, *Home Economics Education, *Human Development, Instructional Materials, *Teaching Guides

Supplementary instructional materials, following the scope and sequence suggested by the Colorado Program Planning Guide, deal with the study of physiological and psychological growth and maturation for the entire life cycle. Materials were developed by graduate students for junior high through adult level. Concepts of needs, developmental tasks, and the concept of self appear at each grade level, but are designed to provide for progressively greater depth and expansion of the concept. Objectives state the desired and intended kinds and depths of student behavioral changes and the content areas in which the objectives are to operate. Domains are identified and the level reached in each domain is specified. Objectives, generalizations, learning and evaluation experiences are listed in tabular form for Grade 7, Homemaking I, II, III, the Semester Course, family living course, occupations related to human development, parent education, and adult education. An appendix contains teaching aids, a list of developmental tasks, and adolescent goals, and an academic game adapted to maturation and developmental tasks. A bibliography of references and a list of sources of teaching materials are included. (FP)

ED 023 872 VT 006 719
User, John E.

The Function and Status by 1980 of Vocational Education in the Thirteenth and Fourteenth Years, Work Project No. 14.

New Mexico Occupational Research and Development Coordinating Unit, Santa Fe; New Mexico State Advisory Committee on Designing Education for the Future, Santa Fe. Pub Date Jul 68

Note-61p.
EDRS Price MF-\$0.50 HC-\$3.15

Descriptors-*Area Vocational Schools, Curriculum, *Educational Trends, Enrollment Projections, Financial Support, Inservice Teacher Education, *Post Secondary Education, State Surveys, Student Enrollment, *Vocational Education, Vocational Education Teachers

To determine the function and status of post-secondary vocational education, a literature review and nine-state survey were used in projecting the post-secondary educational needs and trends in New Mexico for 1980. Data indicated: (1) Vocational schools had a mean beginning enrollment of 192 with a projected growth of 411 by 1966, (2) The average vocational school surveyed had been in operation 3.7 years and its enrollment had grown by 69.4 students per year, (3) 0.3 percent of the present total population was enrolled in area vocational schools, (4) The mean ninth through 12th grade enrollment in area vocational districts was 6,427, (5) The mean distance of the area vocational schools from the nearest similar institution was 61 miles, (6) Just under one-half of the area vocational school teachers had earned no degree, and (7) The median cost per student was \$1,000. Projections to the year 1980 revealed: (1) three levels of vocational education instruction of pre-vocational, manipulative skill and sub-professional, (2) integration of pre-vocational education in secondary schools, (3) 95 percent of the population residing within 75 miles of area vocational schools offering manipulative skill and sub-professional instruction, (4) inservice training programs for upgrading of instructors, (5) broader scope of curricular offerings, and (6) financing at a higher level with federal funds. (DM)

ED 023 873 VT 006 723
Ahrens, Donald Louis

Influence of High School Vocational Agriculture on the Matriculation, Graduation, and Employment of Agricultural Engineering Graduates from the Iowa State University of Science and Technology.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education.

Spons Agency-Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education.

Report No-AG-ED-RES-PUB-16

Pub Date 66

Note-17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors-Achievement, *Agricultural Engineering, *College Graduates, *Educational Background, *Employment Experience, Graduate Surveys, Individual Characteristics, Longitudinal Studies, Success Factors, Universities, *Vocational Agriculture

Identifiers-Iowa State University

To determine the influence of high school vocational agriculture on college achievement and subsequent employment of agricultural engineering majors, data were collected from 419 graduates of Iowa State University representing the period from 1942 to 1964. The 112 graduates who had taken at least 3 or more semesters of high school vocational agriculture were compared with 112 graduates who had no vocational agriculture. A higher percentage of the vocational agriculture group: (1) had lived on farms, (2) had listed "own idea" as the reason for college attendance, (3) had learned of the agricultural engineering profession earlier, (4) earned a higher percentage of their college expenses, (5) took their first job in Iowa, (6) were involved in supervision, administration, and management in their 1964 employment, and (7) reported income advancing more rapidly. The study indicated that vocational agriculture can be a real asset to agricultural engineers in their later employment and in further preparing them to meet the challenges of the agricultural engineering field. This is an abstract of a thesis submitted to the Iowa State University of Science and Technology. (DM)

ED 023 874 VT 006 726
Nash, Ruth Cowan, Ed.

Rural Youth in a Changing Environment; Report of the National Conference (Oklahoma State University, Stillwater, September 22-25, 1963).

National Committee for Children and Youth, Washington, D.C.

Note-353p.

Document Not Available from EDRS.

Descriptors-Attitudes, Conference Reports, Educational Needs, Low Income Groups, Minority Groups, National Surveys, Program Descriptions, *Rural Urban Differences, *Rural Youth, *Social Change, Urban Environment, Urban Immigration, Urban Youth, Vocational Education, Youth, Youth Agencies, Youth Clubs, Youth Employment, *Youth Problems, Youth Programs

To analyze the problems of rural youth in a changing environment, 520 participants from 48 states attended this conference. Winthrop Rockefeller delivered the keynote address, "Let's Listen to Youth," a study prepared for the Rockefeller Brothers Fund concerning the problems, attitudes, and aspirations of rural youth based on the analysis of interviews with 17,094 rural youth interviews and 720 urban youth. The study conclusions were that young people have worthwhile objectives, are willing to exert themselves, feel that the future holds many opportunities for them, are concerned about education, finding a job, making money, and immediate family and marital problems. Participants were involved in topical meetings, workshops, youth panels, and major presentations by national leaders. Priorities for action were listed as: (1) Increase Awareness of the Problems of Rural Youth, (2) Mobilize the Rural Community for Action, (3) Strengthen the Schools, (4) Initiate and Expand Related Educational Programs, (5) Improve Programs in Guidance and Counseling, (6) Expand Opportunities for Employment, (7) Provide Necessary Community Services, (8) Foster Moral and Spiritual Values, (9) Assist in Adjustment to Urban Living, and (10) Conduct Appropriate Research. Reports and recommendations of specific workshop committees, followup activities, and programs projects for rural youth are contained in the report. (DM)

ED 023 875 VT 006 760
Morgan, Carolyn A. Boyd, Virlyn A.

Annotated Bibliography of Publications and Reports Resulting from Southern Regional Cooperative Research Project S-44: Factors in the Adjustment of Families and Individuals in Low-Income Rural Areas of the South.

Clemson Univ., S.C. Dept. of Agricultural Economics and Rural Sociology; South Carolina Agricultural Experiment Station, Clemson.

Spons Agency-Economic Research Service (DOA), Washington, D.C.

Pub Date Mar 66

Note-34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors-Adjustment Problems, *Annotated Bibliographies, *Economically Disadvantaged, Employment Experience, Occupational Aspiration, Occupational Mobility, Publications, Research Projects, *Rural Areas, *Vocational Adjustment

Publications and reports related to factors in adjustment of families and individuals in low income rural areas of the South are reported in this annotated bibliography of research findings for 1960 through 1965. The 83 publications reported resulted from the Southern Regional Cooperative Research Project S-44. Topics related to vocational education include job mobility and aspiration, occupational adjustment, and occupational experiences. (DM)

ED 023 876 VT 006 774
Essentials of an Acceptable School for Inhalation Therapy Technicians.

American College of Chest Physicians, Chicago, Ill.; American Medical Association, Chicago, Ill. Council on Medical Education; American Society of Anesthesiologists, Park Ridge, Ill.

Pub Date Dec 67

Note-2p.

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors-*Accreditation (Institutions), Curriculum, *Health Occupations Education, *Inhalation Therapists, Medical Associations, *Standards

Prepared by the Council with the cooperation of the Society of Anesthesiologists, the Society of Chest Physicians, and the American Association for Inhalation Therapy, the standards are intended for informing of physicians, hospitals, and prospective students and for the protecting of the public. Twenty-two standards are organized under the headings of Administration, Faculty, Facilities, Requirements for Admission, Health, Curriculum, Ethics, and Admission to the Approved List. A basic curriculum of 1,800 clock hours of instruction includes: (1) the applied sciences of anatomy, microbiology, chemistry, pathology, pharmacology, physiology, and physics, (2) procedures in gas analysis, airway management, administration of oxygen and other gases, humidification, ventilation, resuscitation, lung physiology, spirometry, and equipment maintenance, (3) clinical applications in emergencies, medicine, obstetrics, pediatrics, general and thoracic surgery, neurosurgery, and pulmonary function, (4) ethics and administration, (5) nursing arts, and (6) clinical practice. (JK)

ED 023 877 VT 006 801
Warren, Hugh

Vocational and Technical Education; A Comparative Study of Present Practice and Future Trends in Ten Countries. Monographs on Education-6.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 67

Note-220p.

Available from-Sales Section, Publishing Services, United Nations, New York, N.Y. 10017 (\$4.00).

Document Not Available from EDRS.

Descriptors-Adult Education, Comparative Analysis, *Curriculum, Educational Objectives, Educational Trends, *Foreign Countries, General Education, Industrial Training, National Programs, Primary Education, Program Descriptions, Secondary Education, Skilled Occupations, *Technical Education, Technical Occupations, *Vocational Education

Identifiers-Czechoslovakia, France, Germany, Italy, Netherlands, Sweden, Union of Soviet Socialist Republics, United Kingdom, United States, Yugoslavia

Based on information provided by the United Nations Educational, Scientific and Cultural Organization and the respective countries, this study presents a synoptic review of the educational systems in the United States and nine European countries. Some of the trends common to the 10 countries are the emphasis toward integration of vocational education into the general secondary education system, the possibility of student transfer from technician-training establishments to the technological faculties of universities without having to comply with the traditional university requirements of higher secondary education, and the growing cooperation between industry and education. Specimen programs of study for vocational and technical education in the 10 countries are included in the appendixes. (CH)

ED 023 878 08 VT 006 858
Kleine, Louis W.

Development and Testing of an Experimental Mobile Instructional Facility for Applied Courses in Engineering Technology.

New Mexico State Univ., Las Cruces.

Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research.

Bureau No-BR-6-2238

Pub Date May 68

Grant-OEG-4-6-062238-1521

Note-37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors-Comparative Analysis, Control Groups, Course Content, *Electricity, *Engineering Education, Experimental Groups, *Experimental Programs, Laboratory Equipment, Mobile Educational Services, *Mobile Laboratories, Pilot Projects, Post Testing, Pretesting, Program Costs

The experimental pilot project was conducted to determine whether students who take the laboratory phase of an engineering technology applied electricity course in a mobile laboratory at branch schools demonstrate proficiency comparable to students who take the applied electricity course in permanent facilities at the parent institution. The project design used the type of laboratory as the independent variable and an achievement test as the dependent variable. Analysis of co-variance was used with the pre-test scores held constant. The mobile laboratory was used 1 day each week at two branch schools and provided space for 16 students with equipment similar to the laboratory equipment at the parent institution. During the first operational period no significant differences were found between the final achievement test scores of students using the permanent laboratory and those using the mobile laboratory. However, during the second operational period final achievement scores of the students using the permanent laboratory were significantly higher, and it is inferred that the permanent laboratory facility makes for better proficiency in applied electricity than does the mobile laboratory facility. The appendices present pictures of the mobile facility, a course outline for the applied electricity course, and a sample pretest, post test. (HC)

ED 023 879 08 VT 006 862

Duncan, Otis Dudley And Others

Socioeconomic Background and Occupational Achievement: Extensions of a Basic Model. Final Report.

Michigan Univ., Ann Arbor.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-5-0074

Pub Date May 68

Contract-OEC-5-85-072

Note-312p.

EDRS Price MF-\$1.25 HC-\$15.70

Descriptors-*Achievement, Aspiration, Behavioral Science Research, Children, Employment Experience, Ethnic Origins, Family Environment, Income, Intelligence, Marital Instability, Models, Motivation, Occupational Aspiration, *Occupational Mobility, *Occupations, Race, *Socioeconomic Background, Socioeconomic Influences, Statistical Analysis, *Status

To synthesize knowledge concerning factors which affect occupational achievement through a set of explicit models based upon the concept of the socioeconomic life cycle, six major bodies of data from various sources were collected and subjected to secondary analysis. A number of items of lesser scope were gleaned from additional sources for use in particular analyses. The technique of path analysis was utilized as a methodological approach for interpreting choice of appropriate statistics. The basic model of occupational achievement specifies family socioeconomic background and educational attainment as influences on the level of occupational status achieved. National origin, race, family size, stability, intelligence, aspirations, motivation, influences of others, first job, migration, disruption of marriage, fertility, and child spacing were used in elaborations of the basic model, and income, subjective achievement, and occupational status were utilized as outcomes. Analysis of substantial bodies of data provided estimates of the relative strength of factors influencing achievement for the adult male population. (DM)

ED 023 880 08 VT 006 869

Cozine, June And Others

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A Pilot Study for Gainful Employment in Home Economics. Final Report. Volume III, A Suggested Curriculum Guide for Preparing Clothing Service Workers for Entry Level Jobs.

Oklahoma State Univ., Stillwater.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-6-1576

Pub Date Aug 68

Grant-OEG-4-6-061576-1900

Note-159p.

EDRS Price MF-\$0.75 HC-\$8.05

Descriptors-*Clothing Instruction, *Curriculum Guides, Grade 11, Grade 12, Instructional Materials, *Occupational Home Economics, *Seamstresses, *Teaching Guides, Textiles Instruction, Work Experience

Curriculum guidelines for teacher use in organizing and teaching a course to prepare 11th and 12th grade students for entry level clothing service occupations were developed as part of a pilot study which is reported in VT 006 870. The 1-year program requires 2 hours daily; a 1-hour lab experience or on-the-job work experience is suggested for the second semester. Content areas are: (1) Introduction to Clothing Services, (2) Garment and Pattern Alterations, (3) Clothing Construction, (4) Clothing Maintenance, (5) Textiles, (6) Specialized Sewing, (7) Home Dress Making, (8) Today's Labor Force, (9) Securing a Job, and (10) Success on the Job. Unit organization is composed of objectives, generalizations, sub-concepts designating experiences, student generalizations and evaluations. Resource materials keyed to each subconcept are included in the units. The document also contains bibliographies of books, pamphlets, films, and supplementary materials for the world of work in clothing service occupations. (FP)

ED 023 881 VT 006 870

Cozine, June And Others

A Pilot Study for Gainful Employment in Home Economics. Final Report. Volume I.

Oklahoma State Univ., Stillwater.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-6-1576

Pub Date Aug 68

Grant-OEG-4-6-061576-1900

Note-41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors-Child Care Workers, *Curriculum Development, Educational Philosophy, Food Service Workers, *Instructional Materials, *Material Development, *Occupational Home Economics, Pilot Projects, *Program Development, Seamstresses

Identifiers-Oklahoma

The major purpose of the study was to develop and test curriculum materials for three entry level gainful employment courses: Child Care Services, Clothing Services, Food Services. A second objective was to formulate recommendations for policies and procedures to follow in initiating and developing gainful employment programs in home economics. The three entry level gainful employment classes were taught by members of the research team at the local high school. During 3 years of operation 100 students completed the training program. Student earnings ranged from none to \$941.85, and the total hours of work experience ranged from 14 to 1,129 hours per year. Close and continuous contact was maintained with local school personnel, cooperating employers, members of the home economics department of the Oklahoma vocational program and other state teachers engaged in teaching gainful employment courses. Curriculum materials which were developed, tested and revised are available to prepare students as (1) Child Care Workers (VT 006 871), (2) Clothing Service Workers (VT 006 869), and (3) Food Service Workers (VT 006 872). Recommendations for initiating and developing gainful employment programs in home economics were based on the subjective judgments of the research team and suggestions from other teachers in Oklahoma. Charts listing the survey data and a list of selected references are included in the document. (FP)

ED 023 882 08 VT 006 871

Cozine, June And Others

A Pilot Study for Gainful Employment in Home Economics. Final Report. Volume II, A Suggested Curriculum Guide for Preparing Child Care Workers for Entry Level Jobs.

Oklahoma State Univ., Stillwater.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-6-1576

Pub Date Aug 68

Grant-OEG-4-6-061576-1900

Note-92p.

EDRS Price MF-\$0.50 HC-\$4.70

Descriptors-Child Care Workers, *Child Development, *Curriculum Guides, Grade 11, Grade 12, *Occupational Home Economics, *Teaching Guides, Work Experience

Curriculum guidelines for teacher use in organizing and teaching a course to prepare 11th and 12th grade students for entry level child care occupations were developed as part of a pilot study which is reported in VT 006 870. Major emphasis of the program included orientation to the world of work, types of child care services, duties of the child care aide, and needs, growth, development, behavior, and guidance of children. The 1-year program requires 1 hour daily plus 300 hours on-the-job work experience. Content areas are: (1) Overview To World of Work, (2) Today's Labor Force, (3) Securing A Job, (4) Success on the Job, (5) Child Care Services, (6) The Child Care Aide, (7) Basic Needs of Children, (8) Growth and Development of Children, (9) Behavior and Guidance, and (10) Play of Children. Unit organization is composed of objectives, generalizations, sub-concepts designating experiences, student generalizations, and evaluation. Resource materials keyed to each sub-concept are included in the units. The document also contains bibliographies of books, pamphlets, films, and supplementary materials for the world of work and child care services. (FP)

ED 023 883 08 VT 006 872

Cozine, June And Others

A Pilot Study for Gainful Employment in Home Economics. Final Report. Volume IV, A Suggested Curriculum Guide for Preparing Food Service Workers for Entry Level Jobs.

Oklahoma State Univ., Stillwater.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-6-1576

Pub Date Aug 68

Grant-OEG-4-6-061576-1900

Note-95p.

EDRS Price MF-\$0.50 HC-\$4.75

Descriptors-*Curriculum Guides, *Food Service Workers, *Foods Instruction, Grade 11, Grade 12, *Occupational Home Economics, *Teaching Guides, Work Experience

Curriculum guidelines for teacher use in organizing and teaching a course to prepare 11th and 12th grade students for entry level food service occupations were developed as part of a pilot study which is reported in VT 006 870. The 1-year program requires 2 hours daily plus 10 hours per week on-the-job work experience. Content areas are: (1) Introduction to Food Services, (2) Sanitation in the Food Industry, (3) Selection, Use, and Care of Equipment, (4) Recipe Use, Packaging, Costs, Receiving and Storing, (5) Quantity Food Preparation, (6) Evaluation, (7) Overview of the World of Work, (8) Today's Labor Force, (9) Securing a Job, and (10) Success on the Job. Unit organization is composed of objectives, generalizations, sub-concepts designating experiences, student generalizations, and evaluation. Resource materials keyed to each sub-concept are included in the units. The document also contains bibliographies of books, pamphlets, films, and supplementary materials for the world of work and food services. (FP)

ED 023 884 08 VT 006 887

Rahmlow, Harold F. And Others

Occupational Mathematics: Ratios and Fractions. Report No. 16-D. Final Report.

Washington State Coordinating Council for Occupational Education, Olympia.; Washington State Univ., Pullman. Dept. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Bureau No-BR-7-0031

Pub Date Jun 68

Grant-OEG-4-7-070031-1626

Note-76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors-*Fractions, *Programmed Texts,

*Ratios (Mathematics), *Vocational Education

This programmed mathematics textbook is for student use in vocational education courses. It was developed as part of a programmed series

covering 21 mathematical competencies which were identified by university researchers through task analysis of several occupational clusters. The development of a sequential content structure was also based on these mathematics competencies. After completion of this program the student should be able to demonstrate (1) his recognition of fractions of the form a/b where a and b are letters or positive integers less than 100, (2) knowledge of the terms numerator and denominator, (3) how shaded areas of plane figures can be represented by fractions, (4) knowledge of the relationship between a ratio and a fraction, and (5) that competency has been attained by answering four out of five multiple choice test items covering each objective. The material is to be used by individual students under teacher supervision. Twenty-six other program texts and an introductory volume are available as VT 006 882-VT 006 909, and VT 006 975. (EM)

ED 023 885 08 VT 006 894
Rahmlow, Harold F. And Others

Occupational Mathematics: Concepts of Decimals and Fractions. Report No. 16-1. Final Report. Washington State Coordinating Council for Occupational Education, Olympia.; Washington State Univ., Pullman. Dept. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No-BR-7-0031
Pub Date Jun 68
Grant-OEG-4-7-070031-1626
Note-63p.

EDRS Price MF-\$0.50 HC-\$3.25
Descriptors-*Arithmetic, *Decimal Fractions, *Programmed Texts, *Vocational Education

This programed mathematics textbook is for student use in vocational education courses. It was developed as part of a programed series covering 21 mathematical competencies which were identified by university researchers through task analysis of several occupational clusters. The development of a sequential content structure was also based on these mathematics competencies. After completion of this program the student should know the place value concept for decimals and be able to convert fractions whose denominations are 10, 100, or 1,000 to decimal form and write equivalent forms of integers and decimals by adding or removing zeros. The material is to be used by individual students under teacher supervision. Twenty-six other programed texts and an introductory volume are available as VT 006 882-VT 006 909, and VT 006 975. (EM)

ED 023 886 08 VT 006 911

Schill, William John
Concurrent Work-Education: Programs in the 50 States, 1965-66.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No-BR-6-2851
Grant-OEG-1-7-062851-3533
Note-118p.

EDRS Price MF-\$0.50 HC-\$6.00

Descriptors-Business Education, Cooperative Education, Cooperative Programs, Distributive Education, Expenditures, High Schools, *National Surveys, Post Secondary Education, Program Administration, Program Descriptions, Program Effectiveness, Student Enrollment, Trade and Industrial Education, Vocational Agriculture, *Vocational Education, *Work Experience Programs, *Work Study Programs

To describe concurrent work-education programs in each of the 50 states, data were solicited from each state office by personal visit and from individual school districts by mailed questionnaire. Reports were made to the U.S. Office of Education by the states and reports made by individual school districts to state offices were utilized. Some findings were: (1) Mode enrollment in distributive education programs was 20 students, with a significant portion of the programs clustered in cities over 50,000, (2) The mode enrollment in business education programs was 18 students with programs concentrated in cities over 50,000 population, (3) The mode enrollment in trade and industrial cooperative programs was 25 students concentrated primarily in industrial centers, (4) Diversified occupations showed no relationship to population density and showed a mode student enrollment of 25, (5) 75 percent of the cooperative agriculture programs

enrolled 12 or fewer students, (6) There were 2,451 schools with cooperative programs but no work study programs, and 1,823 schools with work study programs and no cooperative programs, and (7) Two-thirds of the schools with cooperative work-education programs had only one offering. Descriptions of student and program characteristics and a bibliography are included. A preliminary draft is available at VT 003 561. (DM)

ED 023 887 08 VT 006 916
Rozran, Gilbert B.

A Study of the Effectiveness of a Military-Type Computer-Based Instructional System When Used in Civilian High School Courses in Electronics and Automechanics. Final Report.

Systems Operation Support, Inc., King of Prussia, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-5-1332

Pub Date 1 Apr 68

Grant-OEG-1-6-000242-0618

Note-87p.

EDRS Price MF-\$0.50 HC-\$4.45

Descriptors-Auto Mechanics, Comparative Analysis, *Computer Assisted Instruction, Control Groups, *Electronics, Experimental Groups, *Experimental Programs, High Schools, Material Development, *Programed Instruction, Teaching Methods, Trade and Industrial Education

Identifiers-Smart Trainer

This project utilized computer-based instruction proven effective in military training programs, cue-response programming, "SNAP" programed texts, and programed overlays for the "SMART" trainer (a universal simulation and representation device which can be tailored to a specific course merely by changing the students' panel and playboard programming). The objectives were to explore (1) the effectiveness of the military systems and pattern recognition approach to electronics training on high school students, (2) its impact on students with lower I.Q.'s than the military group sampled, and (3) its effectiveness in other subjects, in this case auto mechanics. The sample consisted of an electronics experimental group of 53 students and control group of 36 students, and an auto mechanics experimental group of 9 students and control group of 14 students. Significant results were achieved in the electronics course for students who used computer assisted and program instruction. However, no significant difference was found in the auto mechanics students. Data for upper and lower I.Q. groups in the electronics experimental group revealed no significant difference. Appendixes include the four project quarterly reports, and related documents are "Auto Mechanics: Methodology. Technical Instruction Manual" (VT 001 950), and "Practical Electronics: Technical Instruction Manual" (VT 001 961). (HC)

ED 023 888 08 VT 007 012

Byrd, F. Ross Christensen, Barbara A.

An Experimental Self-Instructional System for Introducing Gregg Shorthand. Final Report, No. 28.

Washington State Coordinating Council for Occupational Education, Olympia.; Washington State Univ., Pullman. Dept. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-7-0031

Pub Date Aug 68

Grant-OEG-4-7-070031-1626

Note-42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors-*Autoinstructional Aids, Educational Experiments, Educational Objectives, Grade 11, Grade 12, *Material Development, *Multimedia Instruction, *Stenography, Systems Approach

The purpose of the study was to explore the extent to which a prototype multi-media self-instructional system comprised of 48 lessons can be used to help grade 11 and 12 students acquire defined levels of Gregg shorthand capabilities. Criteria for measuring student competencies and performance objectives at interim points and at the completion of the system were defined. Prerequisite entry abilities were also defined to provide a basis for selection of a population to test the system. Learning tasks necessary to

achieve minimum competencies in the first six lessons of the system have been identified and sequenced. An evaluation matrix to measure student achievement has been developed. A prototype of lessons 1-6 (VT 007 013) is completed and ready for pilot testing starting in October 1968. The instructional system utilizes the following media: (1) a sound film cartridge to be used individually, (2) Gregg Shorthand textbook, Diamond Jubilee Series, (3) student workbook, (4) tape recorder and prepared dictation tapes, and (5) instructor's handbook. (MM)

ED 023 889 08 VT 007 014

Ertel, Kenneth A.

Development of a Retailing Instructional System for Distributive Education. Final Report, No. 26.

Idaho Univ., Pocatello. Dept. of Education.; Washington State Coordinating Council for Occupational Education, Olympia.; Washington State Univ., Pullman. Dept. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-7-0031

Pub Date Aug 68

Grant-OEG-4-7-070031-1626

Note-49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors-Curriculum Development, *Distributive Education, Instructional Materials, *Job Skills, Material Development, Merchandising, *Programed Materials, *Retailing, Systems Approach

The purpose of the project was to develop a poly sensory multi-media programed instruction presentation which could teach non-college-bound youth competencies necessary for entry level employment in the general merchandise retail field. Instructional systems concepts were used in preparing for field testing nine sub-systems of instruction in retailing. Sub-systems were: (1) Salesperson's Job, (2) Qualities of a Salesperson, (3) Customers' Buying Motives, (4) Selling Process, (5) Merchandise Information, (6) Cash Register Operation, (7) Stockkeeping Task, (8) Retail Recordkeeping, and (9) Working with People. Prototype components which include 23 booklets of programed instruction and eight audio-visual sound slidefilms have been developed for the instructional sub-systems of Cash Register Operation, Stockkeeping Task, Retail Record Keeping, and Working with People. These materials are ready for field testing by the Northwest Regional Education Laboratories during the fall semester of 1968. (MM)

ED 023 890 08 VT 007 128

Thomas, Robert W.

Research and Development in Vocational and Technical Education; Non-Metropolitan Areas: Area Development and Iowa Area Maps. Final Report, Appendix Four.

Iowa State Univ. of Science and Technology, Ames.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-5-0045

Pub Date Jun 68

Contract-OEC-5-85-108

Note-139p.

EDRS Price MF-\$0.75 HC-\$7.05

Descriptors-*Area Vocational Schools, *Community Colleges, Maps, Post Secondary Education, Rural Areas, *School Districts, *Technical Education, *Vocational Education

Identifiers-Iowa

This appendix to "Research and Development in Vocational and Technical Education for Non-Metropolitan Areas" (VT 007 214) develops a rationale for area development programs under a concept of total education for action, and shows the 16 merged educational areas developed in Iowa over the period 1966-68. To enhance understanding of the composition of the 16 areas, maps of Iowa public school districts by counties are included grouped by area school heading. Other documents in this series related to vocational and technical education in non-metropolitan areas include ED 011 068, ED 011 069, and VT 007 129-VT 007 131. (DM)

ED 023 891 08 VT 007 129

Thomas, Robert W.

Research and Development in Vocational and Technical Education; Non-Metropolitan Areas: Survey of Reported Research. Final Report, Appendix Three.

Iowa State Univ. of Science and Technology, Ames.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-5-0045

Pub Date Jun 68

Contract-OEC-5-85-108

Note-290p.

EDRS Price MF-\$1.25 HC-\$14.60

Descriptors—*Bibliographies, Books, *Educational Research, *Occupational Guidance, Publications, *Research Projects, Technical Education, *Vocational Education

The third appendix to "Research and Development in Vocational and Technical Education for Non-Metropolitan Areas" (VT 007 214) contains four major subdivisions: (1) a survey of projects funded by the U.S. Office of Education during 1965 and 1966, (2) a selected bibliography of books listing 329 references on occupational training and career guidance, (3) a selected bibliography of books giving 89 references on vocational and technical education, and (4) articles on vocational-technical education found in indexes and abstracts, dated 1945 to 1965. Related documents of this series are available as VT 007 129-VT 007 131, ED 011 068, and ED 011 069. (DM)

ED 023 892 08 VT 007 130

Mahlstedt, John P. Thomas, Robert W.

Research and Development in Vocational and

Technical Education: Non-Metropolitan Areas;

Research Reports. Final Report, Appendix Two.

Iowa State Univ. of Science and Technology, Ames.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No-BR-5-0045

Pub Date Jun 68

Contract-OEC-5-85-108

Note-358p.

EDRS Price MF-\$1.50 HC-\$18.00

Descriptors—Administrative Problems, Agricultural Occupations, Decision Making, *Educational Research, Employment, Family Environment, High School Students, *Interdisciplinary Approach, Manpower Needs, Occupational Aspiration, Productivity, Psychology, *Rural Areas, Sampling, *Technical Education, *Vocational Education

Identifiers—Iowa

This document contains research reports concerning: (1) The Decision Making Process of Iowa Young Adults, (2) Vocational Education and Occupational Aspirations of High School Students With No College Plans, (3) Differential Non-Income Occupational Valuations of Iowa Farm Boys, (4) Interrelationship of Home Environment and Employment, (5) Manpower Requirements and Demand in Agriculture by Regions and Nationally, With Estimation of Vocational Training and Educational Needs and Productivity, (6) The Potential Contribution of Psychology to Interdisciplinary Research in Vocational-Technical Education, (7) An Analysis of Legal and Political Problems and the Strategy Necessary for Implementing Programs Under the Vocational Education Act of 1963, and (8) Collection of Occupational Data by Skill Clusters Using a Sampling Technique. This report is an appendix to VT 007 214. Related documents of this series are available as ED 011 068, ED 011 069, VT 007 131, VT 007 129, and VT 007 128. (DM)

ED 023 893 08 VT 007 131

Mahlstedt, John P. Thomas, Robert W.

Research and Development in Vocational and

Technical Education: Non-Metropolitan Areas;

Research Reports. Final Report, Appendix One.

Iowa State Univ. of Science and Technology, Ames.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No-BR-5-0045

Pub Date Jun 68

Contract-OEC-5-85-108

Note-246p.

EDRS Price MF-\$1.00 HC-\$12.40

Descriptors—Agricultural Occupations, Decision Making, Dropouts, Educational Needs, *Educational Research, Employment, Employment Problems, Family Environment, *Interdisciplinary Approach, Manpower Needs, Occupational Choice, Productivity, Psychology, *Rural Areas, School Districts, *Technical Education, Technological Advancement, *Vocational Education

Identifiers—Iowa

Eight research projects conducted by different investigators on research and development activities in vocational and technical education for non-metropolitan areas are reported. Report titles are: (1) The Decision Making Process of School Districts Regarding Vocational Education and Training Programs, (2) Occupational Problems and Vocational Training Needs of High School Dropouts From Rural Areas of Iowa, (3) Interrelationship of Home Environment and Employment, (4) Manpower Requirements and Demand in Agriculture by Regions and Nationally, With Estimation of Vocational Training and Educational Needs and Productivity, (5) Predicting Change in Technology Jobs and Vocational Training Needs in Rural Labor Markets, (6) The Potential Contribution of Psychology to Interdisciplinary Research in Vocational and Technical Education, (7) Determinants of the Post High School Educational and Occupational Choices of Iowa Farm Boys, and (8) An Analysis of Legal and Political Problems and the Strategy Necessary for Implementing Programs Under the Vocational Education Act of 1963. This report is an appendix to VT 007 214. Related documents are available as ED 011 068, ED 011 069 and VT 007 128-VT 007 130. (DM)

ED 023 894 08 VT 007 135

Lanham, Frank W.

A Planning Study to Determine the Feasibility of

Developing a New Business and Office Education

Curriculum. Moonshot—An Office Occupation

Curriculum. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No-BR-7-1223

Pub Date Jun 68

Grant-OEG-1-7-071223-5134

Note-122p.

EDRS Price MF-\$0.50 HC-\$6.20

Descriptors—*Business Education, *Curriculum Development, *Curriculum Planning, Educational Objectives, Feasibility Studies, High Schools, Models, *Office Occupations Education, Research Criteria, Research Design, Research Problems, *Systems Approach

Identifiers—Moonshot, *New Office and Business

Education Learning Systems, Nobels

The purpose of this study was to explore the feasibility of utilizing the systems approach in developing an office occupations curriculum congruent with the concepts in the organic curriculum theory. The title of this project is New Office and Business Education Learning System (NOBELS). An analog system model was developed as the framework in which NOBELS could be developed and tested. The feasibility of NOBELS was evaluated by four criteria: (1) The plan was supported by professional leadership, (2) The plan evolved from available interdisciplinary thinking, (3) The plan provided a structure with profession-wide support and a feasible operational structure, and (4) Dissemination and determination of dissemination, advocates, and acceptors were an integral part of the over-all plan. Face-to-face meetings were held to solve problems and conflicts. Six drafts were written before all criteria of feasibility were determined to be met. (MM)

ED 023 895 08 VT 007 153

Pratzner, Frank C. Faurot, Lyle

Summary of Studies Conducted in Minnesota,

1965-67.

Minnesota Research Coordinating Unit in Occupational Education, Minneapolis.

Pub Date Sep 68

Note-28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Curriculum Development, Educational Administration, Educational Problems, *Educational Research, Manpower Needs, Program Evaluation, Research Criteria, *Research Needs, *Research Reviews (Publications), Research Utilization, Staff Improvement, Teaching Methods, Vocational Development, *Vocational Education

Identifiers—Minnesota

This report on research studies was compiled in an attempt to analyze, summarize, and disseminate information on the current status of research and development activities in vocational, technical, and practical arts education. In the five-state Upper Midwest Region (Iowa, Minnesota,

North Dakota, South Dakota, Wisconsin) a priority list of mutual, current, significant occupational education problem areas was identified. This report summarizes the research in terms of the progress it represents on the research problems outlined in the priority lists. The report also points out desirable future directions which research efforts might profitably pursue in light of last research. The summaries of the research are grouped under the areas of: (1) Philosophical and Social Framework, (2) Manpower Supply and Demand, (3) Curriculum Development, (4) Techniques and Modes of Instruction, (5) Career Development, (6) Organization Administration, (7) Staffing, and (8) Program Evaluation. Recommendations were: (1) Researchers must become more aware of the broad problem areas, (2) More adequate numbers of researchers are needed and schools should assist by making more time available, and (3) Better dissemination of research results must be done if the research effort is to be coordinated. (MM)

ED 023 896

VT 007 154

Tibbitts, Thomas F., Comp.

Occupational Research; Health Occupations Education Abstracts of Iowa Research, 1960-1968.

Iowa Research Coordinating Unit, Des Moines.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Report No-868V-1163RCU

Pub Date 68

Note-41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*Abstracts, *Health Occupations,

*Health Occupations Education, Health Services,

Masters Theses, Professional Education,

*Research

Thirty-five abstracts represent studies on administration, ambulance service, comprehensive health manpower planning, curriculum, dental hygiene, graduate follow-up, hospital inservice training, the medical-surgical staff nurse position, non-professional rehabilitation personnel, economics of collective bargaining by nurses, operating room assistants, relationship between nursing activity and patient welfare, nonprofessional personnel in physical therapy, practical nurse education, projected health manpower needs, psychiatric aides, relationships between licensed practical nurses and registered nurses, nursing student hypochondria, personality traits and anxiety states of nursing students, stress in clinical practice, testing, and job satisfaction. Each abstract includes purpose, methods and sources, and summary of findings. There are author, subject, and institution indexes. (JK)

ED 023 897

VT 007 158

Hamilton, James B.

Youth with Special Needs in Non-Metropolitan

Ohio High Schools.

Pub Date 67

Note-239p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-16283, microfilm \$3.25, xeroxed copy \$11.50).

Document Not Available from EDRS.

Descriptors—*Disadvantaged Youth, *Educational Needs, Grade 9, *High School Students, *Rural Areas, *Student Characteristics, Vocational Education

Identifiers—Ohio

To determine characteristics of students and aspects of vocational education programs essential to the serving of youth with special needs in rural Ohio high schools, 154 ninth grade youths with special needs were compared with 169 other ninth grade students. Analysis of variance and coefficient of correlation "t" test and chi square were used to establish significant differences and to examine relationships. Some findings were: (1) One of seven ninth grade students in rural Ohio high schools was considered to have special educational needs, (2) Boys identified as disadvantaged outnumbered girls by a ratio of three to two, (3) The greatest numbers of students were considered to be intellectually handicapped, educationally deprived, economically deprived and socially disadvantaged, (4) Very few students were considered to be ethnically disadvantaged or physically handicapped, (5) Youth with special needs were found to have larger families, more broken homes, and lower education and occupational levels of parents, (6) Youth with special needs had lower grades, high rates of absence,

lower reading levels, lower intelligence test scores, and lower educational and occupational aspirations, and (7) No significant differences were found in terms of race, place or origin, or whether or not the mother worked outside the home. (DM)

ED 023 898 VT 007 159

Hickman, Roy Don
Farm Business Record and Analysis Systems of Iowa Farm Operators.
Pub Date 67
Note-203p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-8912, microfilm \$3.00, xeroxed copy \$9.90).

Document Not Available from EDRS.

Descriptors—*Adult Farmer Education, Agricultural Education, Data Analysis, *Educational Needs, *Farm Accounts, *Farmers, *Farm Management, Recordkeeping
Identifiers—Iowa

Iowa farm operators who had gross sales of agricultural products totaling \$2,500 or more in 1965 were studied to determine the procedures and practices in farm business record keeping and analysis, the degree to which farm business records were kept and used for analysis purposes, and the relationship between certain farm operator and farm business characteristics. A stratified, multi-stage cluster area sample was drawn and data collected by personal interview with 322 farmers. The degree to which an operator kept and used records was measured by a record keeping and analysis index score computed by a panel of farm management specialists. Some findings were: (1) About one-third of the farm operators had received some type of formal agricultural education, (2) Approximately 15 percent had received informal instruction in record keeping and analysis, (3) Over one-half of the farmers had used a record book especially prepared for farm accounting, (4) Approximately 15 percent did not use a record book of any type, (5) The record book entries, (6) Almost 96 percent of the respondents had engaged professional services to prepare their tax returns, and (7) Vigorous educational professional services to prepare their tax returns, and (7) Vigorous educational programs in farm management, record keeping, and business analysis are critically needed by both present and prospective farmers. (DM)

ED 023 899 VT 007 160

Kahler, Alan Arnold
Factors Related to the Occupations of Nebraska Farm Male High School Graduates.
Pub Date 67
Note-2p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (68-2832, microfilm \$3.50, xeroxed copy \$12.15).

Document Not Available from EDRS.

Descriptors—*Educational Background, Employment Experience, *Family Environment, Geographic Location, Graduate Surveys, *High School Graduates, Income, Males, *Migration, *Rural Youth
Identifiers—Nebraska

To investigate the relationships of selected factors to the occupations of male Nebraska farm high school graduates during the time period of 1954 through 1958, data were obtained from the permanent records of 1,120 graduates from 69 randomly selected Nebraska high schools. Chi-square and product-moment techniques were used to analyze questionnaires from the 93 percent response. Specific objectives were to determine the relationships between graduates' occupations and the geographical locations of their high schools, selected characteristics of their home environments, and their educational backgrounds. Some findings were: (1) 38 percent were farmers, 15 percent were in off-farm agricultural occupations, 1 percent were farm laborers, and 46 percent were engaged in non-agricultural occupations, (2) Significant relationships were revealed between agricultural classification of graduates' occupations and semesters of vocational agriculture, value of vocational agriculture, extent of migration, size of home farm, occupational income of graduates, need for knowledge of agriculture, and the economic area in which graduates resided, and (3) Migration of graduates was significantly related to census clas-

sification of graduates' occupations, Nebraska economic area of graduate residence, semesters of science and mathematics, occupational income, and participation in extra-curricular activities. (DM)

ED 023 900 VT 007 161

Kerwood, Robert Vaughn
Self-Initiated Evaluation of State Teacher Education Programs in Vocational Education.
Pub Date 67

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (68-8845, microfilm \$3.00, xeroxed copy \$9.90).

Document Not Available from EDRS.

Descriptors—*Evaluation Criteria, *Program Evaluation, *Self Evaluation, State Supervisors, *Teacher Education, Teacher Educators, Vocational Directors, *Vocational Education

To develop an instrument to guide the self-initiated evaluation of a state program of vocational teacher education, three specific objectives were identified and accomplished: (1) to develop criteria and indicators, (2) to validate an instrument, and (3) to analyze, by occupational service area and position, the ratings given by a sample of vocational education personnel. A stratified random sample of state directors, head state supervisors, and head teacher educators of vocational education yielded 316 completed questionnaires. The data were analyzed by occupational service area and position, utilizing the one-way analysis of variance technique. Nine criterion statements with 76 attendance indicators were validated within the following dimensions: (1) planning, (2) coordination among occupational service areas, (3) coordination with the total state program of vocational education, (4) supplying the demand for vocational personnel, (5) occupational competence, (6) accessibility of vocational teacher education, (7) research, (8) instructional materials, and (9) systematic evaluation. The three groups were in agreement on their ratings of seven of the nine criterion statements; significant differences were in the areas of research and instructional materials. The groups were also in agreement on their ratings of 70 of the 76 indicators. (DM)

ED 023 901 VT 007 165

Christensen, Howard Harward
A Program in Agricultural Education in Nevada Based on Off-Farm Agricultural Occupations.
Pub Date 66

Note-290p.
Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-10878, microfilm \$4.00, xeroxed copy \$13.95).

Document Not Available from EDRS.

Descriptors—*Agricultural Education, *Educational Needs, *Employer Attitudes, *Employment Opportunities, Employment Statistics, Job Skills, Occupational Surveys, Off Farm Agricultural Occupations
Identifiers—Nevada

To investigate the further development of agricultural education in Nevada in light of current and future opportunities for employment in off-farm agricultural occupations, personal interviews were conducted with 363 agricultural firms and 30 agricultural agencies. Data were summarized for the 148 companies where some employees needed agricultural backgrounds or training. Some findings were: (1) 1,985 employees were engaged in off-farm agricultural occupations in 1965, (2) Off-farm agricultural workers were employed in only 118 different firms and 30 government agencies, (3) 78 percent of off-farm agricultural employees were located in two counties, (4) Off-farm agricultural workers were generally employed in small business, (5) Nearly one-half of all off-farm agricultural employment was in government agencies, and (6) 154 new employees were needed in off-farm agricultural occupations each year. About 72 percent of the employers indicated their employees needed a broad general plus competency in agriculture, particularly in agronomy, horticulture, irrigation, and soils. They also wanted their employees to have training in economics and agricultural mechanics. Employers generally believed that agricultural education programs have been inhibited by lack of adequate financing, small numbers of off-farm agricultural firms, and rapid teacher turnover. (DM)

ED 023 902 VT 007 173

Kaufman, Jacob J. Lewis, Morgan V.
The Potential of Vocational Education: Observations and Conclusions Based on a Study of Three Selected Cities in Pennsylvania.
Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Public Instruction, Harrisburg.

Pub Date May 68

Note-171p.

EDRS Price MF-\$0.75 HC-\$8.65

Descriptors—Comprehensive High Schools, Cost Effectiveness, *Educational Needs, Employment Experience, *Employment Opportunities, *Graduate Surveys, High School Graduates, Occupational Guidance, Personnel Evaluation, Program Attitudes, *Program Evaluation, Program Improvement, School Surveys, Student Enrollment, Urban Schools, *Vocational Education, Vocational Followup, Vocational High Schools
Identifiers—Pennsylvania

An in-depth study was conducted in three selected cities to determine recommendations for improvement of vocational education. Some findings were: (1) Most students entered the world of work without specialized occupational training, (2) Enrollment in vocational programs was higher when students were taught in comprehensive schools, (3) An imbalance existed between high school enrollments in vocational programs and local labor market composition, (4) Vocational education in the smaller cities was altered more closely to the areas of the labor market, (5) The majority of the graduates did not recall being reached by counselors, (6) Vocational graduates had greater employment stability, received more rapid increases in earnings, and received higher averaged monthly earnings, (7) Extra earnings of the vocational graduates justified the cost of their education, and (8) Less than one-half of the male graduates obtained jobs that were directly related to their training. It was recommended that: (1) programs in broad general skills with general applications be developed, (2) programs be aimed at the large proportion of students who see little relevance in either vocational or academic curriculums, (3) vocational education bring meanings and interest to the learning experience (4) opportunity be provided for employment exploration and familiarization as an integral part of the curriculum, and (5) vocational guidance be expanded. (DM)

ED 023 903 08 VT 007 181

Rodgers, John H.
A Training Institute for Administrative Personnel and Teacher Educators Responsible for Young Farmer Education. Final Report.

Virginia Polytechnic Inst., Blacksburg. Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-7-0601

Pub Date Jun 68

Grant-OEG-1-7-070601-3721

Note-199p.

EDRS Price MF-\$1.00 HC-\$10.05

Descriptors—Program Administration, *Program Development, Program Evaluation, Program Improvement, *Seminars, *State Supervisors, *Teacher Educators, *Young Farmer Education

A national seminar on young farmer education at Virginia Polytechnic Institute, August 7-11, 1967, was attended by 95 teacher educators, state supervisors, vocational agriculture teachers, and invited guests from 38 states and the District of Columbia. Some major seminar conclusions were: (1) There is an increasing need for education of young farmers, (2) Recruitment of young men leaving high school and/or entering agricultural occupations is essential to program growth, (3) More qualified teaching personnel are needed, (4) States should cooperate in preparing educational materials, (5) Cooperation with other agricultural and community agencies increases program effectiveness, (6) Additional research is needed in critical areas of young farmer education, (7) Pilot programs are needed to test new approaches and new devices, (8) A functioning organizational structure greatly enhances the value of educational programs, and (9) More realistic evaluation of programs is needed. Each

seminar participant worked in committee session in one of the following areas: (1) guidelines for initiating and expanding programs, (2) financing and staffing programs, (3) formulating objectives, (4) evaluating criteria, (5) guidelines for curriculum development (6) young farmer organizations, (7) teacher recruitment and preparation, and (8) auto-tutorial methods of instruction. (DM)

ED 023 904 VT 007 185

Wright, Robert D.

Are Wyoming's Secondary School Vocational Programs Geared to Wyoming Industry? A Project Submitted to the Wyoming Research Coordinating Unit, Cheyenne, Wyoming.

Wyoming Univ., Laramie. Dept. of Vocational Education.

Pub Date May 68

Note-61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors-Educational Needs, *Employer Attitudes, Employment Opportunities, Employment Trends, High School Graduates, *High Schools, *Industrial Arts, Industry, Job Skills, Program Attitudes, Surveys, Technical Education, *Trade and Industrial Education, Vocational Education

Identifiers-Wyoming

To determine whether or not the vocational curriculum offered in Wyoming secondary schools was directed toward providing graduates with occupational skills that permitted employment, three sources of information were examined: (1) industrial arts and trades and industry classes for the 1962 to 1967 school years, (2) attitudes of Wyoming industry concerning vocational education in secondary schools, and (3) the types and numbers of non-agricultural job placements in Wyoming for 1962 to 1967. Some findings were: (1) Job placements in the state of Wyoming were generally declining, (2) The number of classes and the class enrollments were increasing, (3) The data indicated a need for vocational education in Wyoming, (4) Employers thought it feasible for Wyoming schools to prepare students for specific vocations, (5) A vocational program more technical in nature might be desired, and (6) Employers felt industry should provide on-the-job training for employees, but schools should teach good work habits and good attitudes toward work along with skills and knowledge. Recommendations included: (1) better means of communication between educators and industrial personnel, (2) more involvement of industry in vocational education, (3) special attention to development of post-high school vocational programs, and (4) more opportunity for vocational training by the high schools. (DM)

ED 023 905 VT 007 187

Occupational Education in the Great Cities: A Statement of Position and Critical Concerns.

Research Council of the Greater Cities Program for School Improvement, Chicago, Ill.

Pub Date 68

Note-15p.

Document Not Available from EDRS.

Descriptors-Cooperative Planning, Educational Finance, *Educational Objectives, Educational Philosophy, Educational Policy, *Educational Problems, Legislation, Program Development, *Urban Areas, Urban Education, Urban Schools, *Vocational Education

A position statement developed by representatives of 16 cities to broaden vocational education opportunities and improve program quality resulted in the following principles: (1) Programs of occupational education must be an integral part of the educational process, (2) Occupational education must be sufficiently broad and varied in scope and be offered at all levels of career preparation, (3) Occupational education must develop from a broad base in the early years to more specialized programs in later years, (4) Occupational education must provide opportunities for continuing programs beyond the secondary level, (5) Organization of programs of occupational education must realistically serve the individual needs of the students enrolled, and (6) Community involvement should be encouraged to promote understanding and support and to assure that programs are timely and relevant. Critical issues facing urban occupational education relate to: (1) distribution of funds, (2) duplication and fragmentation of services, (3) serving all youth and adults, (4) assuming greater responsibility in development of state plans, (5) providing occupa-

tionally oriented education at earlier ages, (6) more research and development, (7) strengthening cooperative relationships, (8) extending and improving guidance services, and (9) providing an adequate level of financial support. (DM)

ED 023 906 VT 007 199

Hummel, Richard L., Ed. And Others

Organization of Multiple Teacher Programs in Vocational Agriculture.

Ohio State Dept. of Education, Columbus. Agricultural Education Service.; Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 68

Note-67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors-Administrative Organization, Cooperative Planning, Cooperative Teaching, *Departmental Teaching Plans, Department Directors (School), Educational Coordination, Program Administration, Program Development, *Program Guides, School Organization, Teacher Responsibility, *Teacher Workshops, *Vocational Agriculture, *Vocational Agriculture Teachers

Administrative and personnel problems created through organization of multi-teacher departments in vocational agriculture was the major topic considered by 16 teachers in a June 1967 workshop. The primary purpose of the workshop was to provide for more efficient and effective agricultural programs through better teacher understandings of multiple teacher departments, organization, and administration. Major content of this workshop report includes: (1) concerns and responsibilities, (2) selection of a department coordinator, (3) developing departmental policy, (4) selecting teachers, (5) use of an advisory committee, (6) selecting students, (7) the program of instruction, (8) facilities, (9) budgeting, inventorying, and requisitioning, (10) records and reports, (11) classroom responsibilities, (12) discipline and housekeeping, (13) supervising occupational experience, (14) the Future Farmers of America, (15) post-high school programs, (16) public relations, (17) division of school duties, (18) professional improvement, (19) program evaluation, and (20) school program relationships. Supplementary material includes a bibliography and an appendix containing a worksheet for planning teacher responsibility. (DM)

ED 023 907 08 VT 007 214

Thomas, Robert W.

Research and Development in Vocational and Technical Education: Non-Metropolitan Areas. Final Report.

Iowa State Univ. of Science and Technology, Ames.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-5-0045

Pub Date Jun 68

Contract-OEC-5-85-108

Note-67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors-Economic Factors, *Educational Research, Educational Resources, *Employment Opportunities, Human Resources, Interdisciplinary Approach, Occupational Guidance, Population Trends, *Rural Areas, *Technical Education, *Vocational Education

Identifiers-Iowa

A strategic intelligence unit and a research activities unit were the two main components of a project to undertake interdisciplinary discussions and studies of problems associated with vocational and technical education in nonmetropolitan areas. Reasons for an interdisciplinary attack were: (1) changes affecting town and rural residents including a multitude of political, social, and economic trends, (2) changes related to job opportunities, school tax burdens, and forced occupational and geographic migration, (3) substitution of capital for labor in farm and industry, drastically decreasing the opportunity for labor utilization in rural areas, (4) reduced farming opportunities, increasing the need for nonagricultural vocational education, (5) small towns and rural areas becoming oversupplied with social institutions designed for less mobile, more agrarian, and more populous areas of a recent past, and (6) questions being raised about the need for consolidation of local governments, businesses, churches, educational structures, and local community services. The appendixes within this re-

port summarize the results of the various activities of the strategic intelligence unit and research activities unit. Additional appendixes to this report are available as VT 007 128-VT 007 131. Earlier investigations are reported in ED 011 068 and ED 011 069. (DM)

ED 023 908 VT 007 229

Home Economics Education, Research Summary. California Coordinating Unit for Occupational Research and Development, Sacramento.

Pub Date 68

Note-44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors-Abstracts, Bibliographies, Child Development, Clothing Instruction, Consumer Education, *Educational Research, Family Relationship, Foods Instruction, *Home Economics Education, Nutrition Instruction, Program Development, *Research Reviews (Publications), Teacher Education, Textiles Instruction

Annotations on selected home economics research studies published since 1963 are presented. Program development studies summarize data on such topics as teacher and supervisor involvement in curriculum planning, comparison of instructional methods, curriculum evaluation, preparation for gainful employment, family finance, and attitudes toward the profession. Teacher education studies include the promotion of intercommunication between education, business, and industry, the decision making process, and perceptions and attitudes of high school principles of home economics. Clothing and textile topics include Indian clothing habits, development of creative ability, and sociological factors of fashion diffusion. Studies in consumer and family economics considered furnishing and family use of living rooms, differences in the economic behavior of families, and the home economist's contribution to improvement of the living standards of low-income families. Comparison of child rearing beliefs, values and practices of three cultures, and social interaction of twins, are included in the child development section. The family relations section includes reports on attitudes of mothers of mentally retarded children and home responsibilities of eighth grade girls. Dietary habits of adolescents, and a report of factors affecting vocational food service courses are included in the foods and nutrition section. Reference citations are listed. (FP)

ED 023 909 24 VT 007 237

The Relationship of ADP Training Curriculum and Methodology in Federal Government. Final Report.

Association for Educational Data Systems, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Bureau No-BR-7-1059

Pub Date May 68

Contract-OEC-1-7-071059-3808

Note-79p.

EDRS Price MF-\$0.50 HC-\$4.05

Descriptors-Computers, Conference Reports, Curriculum, *Curriculum Development, *Data Processing Occupations, *Educational Needs, Educational Objectives, Educational Programs, *Electronic Data Processing, Employment Statistics, *Federal Government, Government Role, Management Education, Occupational Information, Systems Analysts

A conference held in Washington, D.C. in May 1967, had as its objective the determination of recommendations for the establishment of an effective and efficient Automatic Data Processing (ADP) training program utilizing new instructional methodologies for computer systems analysts and managers in the federal government. The 45 participants, including subject matter specialists, resource specialists in programmed instruction, educational technology manufacturers, ADP training consulting firms, industrial firms, and federal government officials concerned with the administration of ADP programs, attempted to determine behavioral objectives or training development goals and to list the subject matters which should be contained in the training programs. Recommendations of the conference were to develop through a pilot project (1) a methodology to determine who needs training in ADP, (2) a sequential and modular array of subject matter curriculum, and (3) a technique whereby the practitioner or student could diag-

nose his needs for training. Specific areas discussed include: (1) the environment and need for ADP training and development, (2) ADP training in industry and in higher education, (3) development (2) ADP training in industry and in higher education, (3) educational media and ADP training. (MM)

ED 023 910 08 VT 007 245
Bjorkquist, David C.

Effects of Field and Job Oriented Technical Retraining on Manpower Utilization of the Unemployed. Vocational-Industrial Education Research Report. Final Report.

Pennsylvania State Univ., University Park. Vocational Education Dept.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-5-0085

Pub Date Aug 68

Contract-OEG-4-10-108

Note-119p.

EDRS Price MF-\$0.50 HC-\$6.05

Descriptors--Adult Vocational Education, Comparative Analysis, Educational Programs, *Federal Programs, *Mechanical Design Technicians, Program Descriptions, *Program Evaluation, *Technical Education, Unemployed, Vocational Followup

Identifiers--Manpower Development and Training Act Programs, MDTA Programs, Pennsylvania

A job-oriented program emphasizing application to the specific occupation of tool design was compared with a field-oriented program intended to give a broad basic preparation for a variety of jobs in the field of mechanical technology. Both programs were conducted under the Manpower Development and Training Act (MDTA) for a period of 52 weeks. Trainee selection was based upon eligibility under MDTA, high school graduation, familiarity with mechanics, desire to be technicians, and performance on the General Aptitude Test Battery. Based upon their personal preference, 35 trainees chose the job-oriented program and 40 the field-oriented program. Thirty trainees completed the job-oriented program and 25 completed the field-oriented program. During the first 2 years after the completion of training, 91 percent of the job-oriented and 63 percent of the field-oriented graduates were gainfully employed. Followup indicated no significant differences between groups as to: (1) their level of involvement with data, people, or things, (2) attitudes toward training received, (3) social class identification, (4) unemployment, and (5) employer rating. The field-oriented graduates earned higher average weekly salaries. It was recommended that shorter training periods be considered for the preparation of technicians in critical occupations and that training program flexibility be encouraged. (MM)

ED 023 911 08 VT 007 246

Eriel, Kenneth Arthur

Clusters of Tasks Performed by Merchandising Employees Working in Three Standard Industrial Classifications of Retail Establishments. Final Report, No. 20.

Idaho State Board of Vocational Education, Boise.; Idaho Univ., Moscow. Coll. of Education.; Washington State Coordinating Council for Occupational Education, Olympia.; Washington State Univ., Pullman. Dept. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0031

Pub Date Jun 68

Grant-OEG-4-7-070031-1626

Note-71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors--Curriculum Planning, *Distributive Education, Employee Attitudes, Employees, Individual Characteristics, *Job Analysis, *Merchandising, Occupational Clusters, *Retailing, Surveys

The study assembled up-to-date facts by questionnaire about major types of tasks actually performed by merchandising employees working in department, variety, and general merchandise stores in King and Pierce Counties, Washington. This population closely matched the national percentages, and responses of 609 employees provided data for the study. Data were obtained regarding 12 categories of work performed by supervisory and non-supervisory personnel: selling,

stockkeeping, checkstand operation, receiving and marking merchandise, delivery, keeping records, computing, display, advertising, buying, pricing, and merchandise control. Substantial percentages of non-supervisory personnel perform the tasks of selling, keeping and counting stock, operating the checkstand, and receiving and checking merchandise. Substantial percentages of supervisors regularly perform all the activities of non-supervision as well as tasks associated with keeping records, planning and arranging displays, buying, pricing and controlling merchandise. Data suggest that women have limited opportunity for early employment in the supervisory category, but proportions of older women supervisors indicate opportunity is enhanced for women who persist in a retailing career. Only limited opportunity exists for non-college youth to move into supervisory positions. (MM)

ED 023 912 08 VT 007 248

Stoller, Alan

Instructor's Index to U.S. Navy and Air Force Materials for Teaching Basic Electricity. Final Report, No. 29.

Washington State Coordinating Council for Occupational Education, Olympia.; Washington State Univ., Pullman. Dept. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0031

Pub Date Aug 68

Grant-OEG-4-7-070031-1626

Note-203p.

EDRS Price MF-\$1.00 HC-\$10.25

Descriptors--Bibliographies, Electricity, *Instructional Films, *Instructional Materials

The purpose of this index is to identify U.S. Navy and U.S. Air Force transparencies, films, and manuals which can be used by schools and colleges to teach basic electricity. Materials are classified according to 39 major categories including Electron Theory, Batteries and Battery Connections, D.C. Series Circuits, Network Theorems, Electromagnetism and Magnetic Circuits, Basic Electrical Indicating Instruments, Transformers, A.C. Motors, and Wiring Techniques. Some categories include films produced by other educational agencies or private firms. The six publications, three sources of transparencies, and 34 films classified in this index were selected by representatives of State Departments of Education in Washington, Idaho, Oregon, Colorado, and Utah. The sources have been assigned code numbers, and materials within code categories are listed by code number. (CH)

ED 023 913 08 VT 007 249

Yagi, Kan And Others

The Design and Evaluation of Vocational Technical Education Curricula Through Functional Job Analysis. Final Report.

George Washington Univ., Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-6-1659

Pub Date Aug 68

Grant-OEG-2-6-061659-2085

Note-100p.

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors--Curriculum Design, Curriculum Evaluation, *Educational Objectives, Industrial Education, *Job Analysis, Models, *Taxonomy, *Vocational Education

To develop a taxonomy of vocational-industrial education objectives which would provide a framework or structure for evaluating and comparing existing programs, and be useful in eventually establishing criteria for the design and development of a radically different comprehensive curriculum, a project was undertaken to apply a taxonomic scheme to the problems of vocational education curriculum, methods, and objectives. Educational objectives were classified in a 36 cell, three dimensional matrix according to Fine's functional job analysis scheme, used in the "Dictionary of Occupational Titles." As a result of a pilot effort, it was found that: (1) The background and training of the raters does not affect their ability to apply the taxonomy, (2) The taxonomy is equally applicable to any vocational course, and (3) The taxonomy provided a relatively concise framework for ordering almost 20 disparate objectives. The final phase of the research was designed to demonstrate that the taxonomy could be used profitably to describe, analyze, and compare the existing vocational-in-

dustrial education curricula of two high schools. Data collected by interview resulted in the conclusion that the taxonomy system can be of considerable value in preparing objectives and developing curriculums. Its usefulness in analyzing and evaluating current programs is limited. (DM)

ED 023 914 08 VT 007 254
Hetrick, William M. Kehoe, Ray E.

Coordination of Organic Curriculum Development in the Public Schools of Monroe, Michigan. Interim Report.

Monroe City School District, Mich.

Bureau No-BR-8-0137

Pub Date Jul 68

Grant-OEG-0-8-080137-2681-(085)

Note-24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors--Building Innovation, *Educational Innovation, Evaluation, *Experimental Programs, Experimental Schools, Instructional Innovation, Observation, *Organizational Change, *School Visitation, Traditional Schools, Vocational Education

Identifiers--ES 70

A series of single day visits to selected elementary and secondary schools in Illinois, Nevada, California, Florida, and Massachusetts was made by a visitation team of teachers, administrators and architects from the Monroe (Michigan) School District. This document reports the visitation team's impressions of developing educational systems, educational technology, materials resource centers, vocational education, and organizational patterns and staff utilization in the experimental programs. Also included are discussions of the faults of the traditional school, the change process in experimental schools, and new directions for change. The impressions were generally favorable and the visitors agreed that the educators they met were characterized by enthusiasm, vitality, and dedication. Pride in schools, staffs, and student bodies was evident among them. At times, the practices observed appeared to be somewhat at variance with theoretical formulations presented orally by school leaders or in written school publications. (MM)

ED 023 915 08 VT 007 255

Journ, Judith B.

National Survey of Wage Earning Home Economics Course Development. NRCUVT Series No. 4.

Nebraska Occupational Needs Research Coordinating Unit, Lincoln.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Bureau No-BR-6-3032

Pub Date Oct 68

Grant-OEG-3-7-063032-1620

Note-19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors--Adult Vocational Education, *Curriculum Development, Curriculum Guides, Educational Needs, Employment Opportunities, Federal Aid, High Schools, *National Surveys, *Occupational Home Economics, Post Secondary Education, *Program Development, School Statistics, *Teacher Qualifications, Work Experience

State supervisors of home economics education for 50 states and Puerto Rico were surveyed to determine the extent to which home economics wage earning programs have been developed since funds became available under the Vocational Education Act of 1963. A questionnaire sought information about the following topics: (1) basic areas of programming, (2) educational levels at which courses are offered, (3) numbers of courses and schools involved in wage earning training, (4) professional qualifications for instructors, (5) needs for new course development, and (6) the types of curriculum materials used by each state. The data are categorized according to these topics. Most states had home economics wage earning programs, with food and clothing service areas predominant. The bulk of the courses were found at the secondary and adult levels. In many states the areas of child care, institutional and home management, and health related occupations are being developed. Approximately 150 home economics wage earning courses were offered at the secondary level, post-high, and adult level during 1964-65; nearly 1,300 courses were offered in 1967-68. (FP)

ED 023 916 08 VT 007 256

Cromer, Chalmers A.
Procedure for Determining Vocational Educational Needs Through Community Analysis. NRCUVT Series No. 2.

Nebraska Occupational Needs Research Coordinating Unit, Lincoln.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No-BR-6-3032

Pub Date Oct 68

Grant-OEG-3-7-063032-1620

Note-29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—*Community Study, *Educational Needs, Educational Policy, *Models, Questionnaires, Research Methodology, *Surveys, *Vocational Education
 Identifiers—Nebraska

Designed as a model for determining vocational education needs, the procedures recommended in this publication were tested in 20 Nebraska communities during 1965, 1966, and 1967. Data gathered by a study of local vocational needs can be beneficial to policy making groups in evaluating the entire educational program and in determining demographic patterns. Some major objectives of local community analysis are to: (1) evaluate existing vocational courses and determine needed additional offerings, (2) focus attention on the development of quality comprehensive community programs, (3) summarize occupational opportunities within a community, (4) assist local schools in establishing the type of vocational offering which will generate a desirable curriculum balance, (5) determine the need for supplemental education and training or retraining, and (6) supplement local data with area and state data to project a regional picture of employment opportunities. The document content includes: (1) philosophy, (2) purpose, (3) objectives, (4) benefits, (5) model, (6) a 7-step outline for determining vocational education needs, (7) determining multi-county vocational education needs, and (8) problems in compiling area data. The appendices contain sample forms for use in a survey. (DM)

ED 023 917 VT 007 260

Wedderburn, Dorothy

Enterprise Planning for Change; Co-ordination of Manpower and Technical Planning. Industrial Relations Aspects of Manpower Policy, No. 5.

Organisation for Economic Cooperation and Development, Paris (France). Social Affairs Div.

Pub Date 68

Note-132p.

Available from—OECD Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 (\$2.50).

EDRS Price MF-\$0.75 HC-\$6.70

Descriptors—*Administrative Policy, Administrative Problems, Field Studies, *Foreign Countries, Industrial Structure, Industry, Management, Manpower Development, Manpower Needs, *Manpower Utilization, *Organizational Change, Planning, *Technological Advancement, Vocational Adjustment

Identifiers—Austria, Canada, France, Germany, Norway, United Kingdom, United States

Forty case studies made by research teams of independents or governmental agencies in Austria, Canada, France, Germany, Norway, Sweden, United Kingdom, and the United States were analyzed to provide managements and trade unions with illustrations of present systems of technical and manpower changes at the enterprise level and to describe the methods used. The material (1) draws upon a general body of literature dealing with the manpower aspects of technical change for comparison with the case studies, (2) analyzes the various types of economic change which confronted the firms and organizations, (3) studies the organizational forms of manpower planning and assesses their relevance to the problems which arose, (4) discusses the various adjustment procedures which were used, and (5) considers the role of worker consultation in manpower planning. It was concluded that procedures for coordination of technical change are possible without undue interference or costly adaptation programs and are necessary to prevent losses in production and overhead costs. The coordination should be organized in advance and on a long-term basis rather than improvised as

the need arises. The appendix contains 29 case studies which are presented in "Technical Changes and Manpower Planning: Coordination at Enterprise Level." (VT 006 379). (HC)

ED 023 918 08 VT 007 268

Reynolds, Robert R.

In Service Training in Computer Assisted Instruction for Vocational Teachers. Final Report.

Providence Coll., R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0175

Pub Date 67

Grant-OEG-1-7-070175-2642

Note-26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—*Computer Assisted Instruction, Curriculum Development, *Inservice Teacher Education, *Instructional Materials, *Material Development, Program Development, Teacher Developed Materials, *Vocational Education, Vocational Education Teachers

The purpose of the project was to test, evaluate, revise and expand course materials developed during previous phases of the program. Each unit of work attempted was designed to be included in a full course of study in a vocational education curriculum for junior and senior high school students in Computer Assisted Instruction mode. The 13 vocational teacher participants received formal instruction for 2 hours per week in the use of new coding techniques and entry procedures, utilizing the "batch load" method available through the University of Texas. Participants were also allowed to schedule computer time, in 2-hour blocks as needed. All participants made progress in writing and entering course material, but the process was very time-consuming and required the full-time attention of all concerned, making summer sessions more productive. The program encountered early technical difficulties which hampered the participants in completing their whole objective. The technical difficulties were overcome and computer assisted instruction is definitely a teaching tool of the future, in spite of the frustrations in the development of the program. (MM)

ED 023 919 08 VT 007 270

Stinson, Richard F. And Others

Retail Flower Shop Operation and Management.

A Teacher's Manual.

Pennsylvania State Univ., University Park. Agricultural Experiment Station.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research.

Bureau No-BR-5-0022

Pub Date 68

Contract-OEC-5-85-014

Note-163p.

EDRS Price MF-\$0.75 HC-\$8.25

Descriptors—*Floriculture, Management, Marketing, *Ornamental Horticulture Occupation, Reference Materials, Salesmanship, *Teaching Guides, *Vocational Agriculture

Field tested by teachers attending an institute in landscape horticulture July 5-22, 1966, this teacher's manual is one of a series of instructional aids developed by the Department of Agricultural Education at the Pennsylvania State University. The content includes problem areas of: (1) Exploring Occupational Opportunities in the Retail Flower Shop Business, (2) Uses and Characteristics of Flowers, Plants, and Decorative Materials, (3) Designing with Flowers and Decorative Materials, (4) Using Flower Arrangements, (5) Merchandising and Selling, and (6) Retail Flower Shop Management. In addition to the student material contained in VT 007 271, this document incorporates at the end of each unit suggestions and references for the teacher, suggested learning activities, suggested placement experiences, and a sample test. The material was developed for schools near large centers of population for use in team teaching involving the teacher of agriculture, a business teacher, and a distributive education teacher. Course length may vary from 6 weeks to 1 semester with students of upper high school or post high school level, who are interested in entering careers in retail flower shops and who have opportunity for occupational work experience in floriculture. A course examination is included. (DM)

ED 023 920 08 VT 007 271

Stinson, Richard F. And Others

Retail Flower Shop Operation and Management. A Student Handbook.

Pennsylvania State Univ., University Park. Agricultural Experiment Station.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research.

Bureau No-BR-5-0022

Pub Date 68

Contract-OEC-5-85-014

Note-138p.

EDRS Price MF-\$0.75 HC-\$7.00

Descriptors—*Floriculture, Management, Marketing, *Ornamental Horticulture Occupation, Reference Materials, Salesmanship, *Textbooks, *Vocational Agriculture

Field tested by teachers from the northeastern states who participated in a landscape horticulture teacher's institute July 5-22, 1966, this student reference is one of a series of instructional aids developed by the Pennsylvania State University Department of Agricultural Education. The content includes problem areas of: (1) Exploring Occupational Opportunities in the Retail Flower Shop Business, (2) Uses and Characteristics of Flowers, Plants, and Decorative Materials, (3) Designing with Flowers and Decorative Materials, (4) Using Flower Arrangements, (5) Merchandising and Selling, and (6) Retail Flower Shop Management. Each problem area contains student learning objectives, key questions, new words, and subject material. Supplementary material includes photographs, charts, and a list of references. A teaching guide is available as VT 007 270. (DM)

ED 023 921 VT 007 283

Rohde, Norma Hall, LaFond

Vocational Education for Rural Youth.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note-41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—*Behavioral Objectives, Curriculum Development, *Curriculum Evaluation, *Grade 9, *Occupational Guidance, *Prevocational Education, Rural Youth, Vocational Counseling, Workshops
 Identifiers—Utah

To evaluate the effectiveness of a ninth grade vocational guidance course designed in a workshop during the summer of 1967, the course was taught in an experimental situation in the two high schools in Fillmore, Utah, in the spring semester of 1968. The course objective was to help rural students develop in personal and social areas which research and experience have delineated as limiting factors in decision making and adjustment to the world of work. It was hypothesized that students in the defined 1-semester vocational guidance class would make greater gains (1) in their behavior, (2) in accurately perceiving their own attitudes, and (3) in their ability to designate future vocational goals. The results of the study tended to support the stated hypotheses; however, a discrepancy occurred when each student's behavior was rated by two of his teachers. When the students rated themselves, the results favored the experimental group. When the teachers did the rating, the results favored the control group. In neither group was the percentage of increase in positive behavior greater than the percentage of those students who remained the same or who moved in the opposite direction. Observable changes in student behavior were not visible to teachers of other classes. A follow-up study was recommended to help determine the long range effects of the course. (DM)

ED 023 922 24 VT 007 304

Williams, David L. Hull, William L.

Personal and Situational Variables which Inhibit or Stimulate the Adoption of Agricultural Occupations Curricula as an Innovation in Vocational Agriculture by Institute Participants. Final Report.

Oklahoma State Univ., Stillwater. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-G-052

Pub Date Sep 68

Grant-OEG-1-7-070052-4587

Note-123p.

EDRS Price MF-\$0.50 HC-\$6.25

Descriptors—Administrator Attitudes, *Adoption (Ideas), Cooperative Education, Correlation, *Diffusion, Educational Innovation, Educational Research, High Schools, *Off Farm Agricultural Occupations, Summer Institutes, Teacher Attitudes, *Vocational Agriculture, *Vocational Agriculture Teachers

Identifiers—Oklahoma

To identify variables accounting for variation in diffusion of cooperative agricultural occupations curriculums, data were collected by interviews with 32 teachers who were participants in one of the agricultural occupations institute workshops conducted at Oklahoma State University during the summers of 1965 or 1966 who were still teaching vocational agriculture in the same school in 1968, and their administrators. Regression analysis was used to compute a simple correlation matrix, partial and multiple correlation coefficients, and a multiple regression equation for use in predicting diffusion of cooperative agricultural occupations curriculums into a vocational agriculture program. Variables related significantly to diffusion were: (1) number of teachers in the department, (2) number of students enrolled, (3) teacher innovativeness, and (4) the number of non-farm students enrolled. The multiple regression equation accounted for 70.1 percent of the variance of the predicted criteria. Some recommendations were: (1) Multiple teacher departments are needed for program expansion, (2) More innovative teachers should be used to conduct purposeful changes, and (3) Schools with large enrollments and large non-farm enrollments should be encouraged to add cooperative agricultural programs. An earlier publication concerning this study is available as VT 006 642. (DM)

ED 023 923 08 VT 007 366

A Study of Vocational-Technical Education in the

Washoe County, Nevada, School District.

Nevada Occupational Research Coordinating Unit, Reno.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No-BR-6-2723

Pub Date 68

Grant-OEG-3-7-000158-2037

Note-196p.

EDRS Price MF-\$0.75 HC-\$9.90

Descriptors—Dropouts, Employment Opportunities, High School Graduates, Parent Attitudes, *Program Evaluation, *School Surveys, *Vocational Education

Identifiers—Nevada, *Washoe County School District

This report consists of five separate parts which bear on the problem of vocational-technical education in the county school district. Part One deals with an analysis of dropouts from the schools of the county during the years of 1960 through 1966. Questionnaires were sent to dropouts, graduates, and parents of both groups. Part Two deals with the vocational and professional interests of currently enrolled students as determined by an instrument devised by the Research Coordinating Unit. Part Three consists of an analysis of the vocational-technical education courses that were offered during 1967 by the county school district in the junior highs, high schools, and adult education. Part Four is an analysis of the employment situation in the county and the eleven western states. Part Five provides a discussion of the on-going programs of vocational education for the county and a series of recommendations directed toward strengthening the programs and providing a more meaningful education experience. (MM)

ED 023 924 08 VT 007 368

Landscape Maintenance and Establishment. A

Teacher's Manual. Teacher Education Series, Volume 9 Number 27.

Pennsylvania State Univ., University Park. Agricultural Experiment Station.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-5-0022

Pub Date 68

Contract-OEC-5-85-014

Note-125p.

EDRS Price MF-\$0.50 HC-\$6.35

Descriptors—*Landscaping, Manuals, *Ornamental Horticulture Occupation, *Teaching Guides, Units of Study (Subject Fields), *Vocational Agriculture

This teacher's manual is one of a series of instructional aids prepared by the Department of Agricultural Education at the Pennsylvania State University. It includes suggestions and references for the teacher to use with the student manual available as VT 007 369. In addition to the subject matter in the student manual, pages are inserted at the end of each problem area containing suggestions, references, resource people, audiovisual aids, suggested learning activities, suggested placement experiences, and a quiz. A unit examination is available at the end of the document. (DM)

ED 023 925 08 VT 007 369

Landscape Maintenance and Establishment. A Student Handbook. Teacher Education Series, Volume 9 Number 28.

Pennsylvania State Univ., University Park. Agricultural Experiment Station.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-5-0022

Pub Date 68

Contract-OEC-5-85-014

Note-107p.

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors—Landscaping, Manuals, *Ornamental Horticulture Occupation, *Reference Materials, Units of Study (Subject Fields), *Vocational Agriculture

This student handbook is one of a series of instructional aids prepared and edited by the Department of Agricultural Education at the Pennsylvania State University. Its organization and content were field tested, evaluated, and improved by teachers attending summer institutes in ornamental horticulture in 1966 and 1967. The content includes problem areas of exploring opportunities in landscaping and establishment, landscape maintenance, and landscape establishment. Each problem area lists objectives, key questions, new words, and subject content. The textual material is supplemented with photographs, sketches, drawings, and a reference list. The appendix contains check lists for selecting plant materials and winter landscape maintenance, landscape symbols, diagnostic sheets for unhealthy plants, addresses for agricultural extension publication services, and plant material identification and classification. Applications relate to the northeastern United States. The teacher's manual in this series is available as VT 007 368. (DM)

ED 023 926 08 VT 007 370

Larson, Milton E.

A Guide for Planning Facilities for Occupational Preparation Programs in the Machine Trades. Interim Report. Research 24.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0158

Pub Date Sep 68

Grant-OEG-3-7-000158-2037

Note-74p.

Available from—The Center for Vocational and Technical Education, The Ohio State Univ., 1900 Kenny Road, Columbus, Ohio 43212 (\$2.00)

EDRS Price MF-\$0.50 HC-\$3.80

Descriptors—Annotated Bibliographies, Educational Equipment, *Educational Facilities, Educational Objectives, Educational Planning, Educational Specifications, *Facility Guidelines, Facility Requirements, *Metal Working Occupations, School Shops, Space Classification, *Trade and Industrial Education

This guide is designed for use by any person or groups of persons responsible for planning occupational programs in the machine trades. Its major purpose is to elicit the necessary information for the writing of educational specifications for facilities to house needed vocational programs in machine tool operation, machine shop, and tool and die making. The material is also designed to (1) assist planners in the formation of creative solutions to the housing of desired educational programs, (2) prevent important considerations from being overlooked in the facility planning process, and (3) encourage logical and systematic facility planning. The guide is organized into four major parts: (1) Introduction, a discussion of the major purpose, (2) The Instructional Program, in which important information is sought on the machine shop department basis

program features, objectives, and the kinds of occupational programs which will be organized to implement them, (3) Distinct Types of Instructional Areas to be Provided, in which the actual spaces desired to house the vocational programs are described in detail, and (4) Annotated Bibliography, a list of detailed reference sources. (HC)

ED 023 927 08 VT 007 371

McIntosh, William A.

A Guide for Planning Facilities for Occupational Preparation Programs in Data Processing. Interim Report. Research 25.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0158

Pub Date Nov 68

Grant-OEG-3-7-000158-2037

Note-67p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43212 (\$2.00).

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—Annotated Bibliographies, *Business Education, *Data Processing, *Educational Facilities, Educational Objectives, *Facility Guidelines, Facility Requirements, Rating Scales, Records (Forms)

This guide lists a series of pivotal questions about the educational program to be offered, and the answers to these questions bear directly on the numbers and kinds of instructional areas needed in the contemplated facilities. Much of the material is presented in a checklist format which allows for consideration of alternatives in facility planning. The guide was designed for use by persons responsible for planning facilities, and for instructional purposes at universities, colleges, seminars, and institutes. This guide is the third in a series being developed by The Center for Vocational and Technical Education. The first and second guides were in the fields of home economics (VT 006 618) and machine trades (VT 007 370). Subsequent guides will be published for animal science technology, automotive trades, business and office occupations, dental technology, electrical technology, machine trades, medical technology, and metallurgy. (MM)

ED 023 928 08 VT 007 372

Rice, Dick C.

Professional Personnel in State Divisions of Vocational Education: Policies, Practices, Requirements. Research 15.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0158

Pub Date Nov 68

Grant-OEG-3-7-000158-2037

Note-100p.

Available from—Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43212 (\$3.25).

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors—Administration, *Administrative Personnel, Disqualification, Educational Experience, *Employment Opportunities, Inservice Education, Leave of Absence, Personnel Evaluation, Personnel Needs, *Personnel Policy, Personnel Selection, Recruitment, Retirement, *State Departments of Education, State Supervisors, Supervisor Qualifications, Tenure, *Vocational Education, Work Experience

To depict the current status of vocational education state leadership personnel in terms of policies, numbers, education, and experience, a five-part questionnaire was utilized in 31 states to: (1) determine the existence and content of professional personnel policies and their effects on the operation of state divisions of vocational education, (2) identify the training and the experience qualifications of present state division professional staff members, and (3) ascertain training and experience needs of state division personnel. Satisfactory written policies existed in most states for personnel selection, recruitment, dismissal, retirement, tenure, inservice training, and evaluation. More adequate policies on salary and professional leave are needed in about one-half of

the states. Strategy found to be successful in retraining capable personnel were salary increases, opportunities for further education, and promotions. Nearly all states had policies which specify experience requirements. Educational requirements for 73 percent of the 562 positions stipulated a masters' degree. A 73 percent growth in the number of professional personnel occurred between 1960 and 1965 and a 32 percent growth is anticipated from 1965 to 1970. Some recommendations were that: (1) comparative salary schedules be developed and recruitment bases be broadened, and (2) work experience requirements be discontinued for some positions. (DM)

ED 023 929 08 VT 007 373

Arnold, Daniel S.
Seminar Supervisors and Teacher Educators of Teachers of Persons with Special Needs. Final Report (Phase One).

Kentucky Univ., Lexington.
Spans Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0527

Pub Date Feb 68

Grant-OEG-1-7-070527-3543

Note-53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors-Academically Handicapped, *Disadvantaged Youth, Economically Disadvantaged, *Individual Characteristics, *Leadership Training, Program Administration, Program Descriptions, Program Planning, Seminars, Socially Disadvantaged, Supervisors, Teacher Education, Teacher Educators, *Vocational Education

Forty supervisors and teacher educators participated in a 2-week seminar which was conducted to develop knowledges about, understandings of, and empathy for persons with special needs. Through lectures, discussions, and other experiences, vocational education leaders were acquainted with the implications which persons with special needs present for program planning and implementation in vocational education. The report outlines the basic content and major activities of the seminar. Certain pertinent topics include: the identification of persons with special needs, psychological and sociological characteristics, special characteristics of those from urban and rural areas, the roles of guidance, teacher qualifications, teacher training, vocational education programs for those with special needs, administrative and community roles, employment opportunities, and federal acts and programs affecting those with special needs. Guidelines on characteristics of persons with special needs, teacher education programs, and programs for persons with special needs were developed during the seminar. Appendixes contain evaluation and application forms, copies of a pretest and post test, the guidelines, biographical sketches of the consultants, and a list of participants. (FP)

ED 023 930 24 VT 007 374

Hoerner, Harry J. Stevenson, William W.
The Effects of On-The-Job Counseling on Employers' Rating and Job Satisfaction of Persons Trained in Selected Oklahoma MDTA Classes during 1967-1968. Final Report.

Oklahoma State Univ., Stillwater. Research Foundation.

Spans Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-G-051

Pub Date Sep 68

Grant-OEG-1-7-070005-5070

Note-136p.

EDRS Price MF-\$0.75 HC-\$6.90

Descriptors-Adult Vocational Education, Comparative Analysis, Control Groups, Employees, Employer Attitudes, Employment Experience, Experimental Groups, *Federal Programs, Individual Characteristics, *Job Satisfaction, Occupational Mobility, Performance, Questionnaires, Underemployed, Unemployed, *Vocational Adjustment, *Vocational Counseling Identifiers-Manpower Development Training Act Programs, MDTA Programs, Oklahoma

The purpose of this study was to measure possible effects of post-manpower training counseling of an occupational nature upon certain facets of perception and behavior of 110 subjects from eight selected Oklahoma Manpower Development and Training Act classes held during 1967-68. The effects of the counseling treatment were measured by the subject's job satisfaction scores,

employee performance scores, training efficiency, and general employability. Data consisted of demographic variables and information provided by two counselors, each working with randomly assigned subjects for an average of 1.86 hours per individual client. This study revealed that counseling did not bring about a higher job satisfaction level on the part of counseled subjects when means of their test scores were tested against those not counseled. Similarly, the employee performance mean test scores of counseled subjects were not significantly different to a magnitude which proved counseling affected this performance; however, the counseling treatment was found to significantly affect the subjects obtaining bona fide and legitimate jobs, the number of weeks it required subjects to get such jobs, and the percent of time subjects held such jobs. (CH)

ED 023 931 08 VT 007 375

Workshop Report: Distributive Education Project Development Workshop (Rutgers University, New Brunswick, June 19-30, 1967).

Wisconsin Univ., Madison. School of Education. Spans Agency-Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No-BR-7-0467

Pub Date 67

Grant-OEG-3-7-070467-3084

Note-216p.

EDRS Price MF-\$1.00 HC-\$10.90

Descriptors-Culturally Disadvantaged, *Curriculum Development, *Distributive Education, Merchandising, Program Development, Program Evaluation, *Project Training Methods, Salesmanship, *Student Projects, *Teacher Workshops

This report of a 2-week workshop contains 12 papers presented by their authors, four business presentations, and 12 group and 25 individual projects. The papers pertain to the application of the project method, objectives and use of projects, and preparing culturally deprived students. The business presentations relate to advertising, credit, merchandising, and personnel. Group projects relate to advertising, promotion, brand comparison, classification of distributive business, community career opportunity, career opportunity distribution in shopping centers, and brand preferences. The individual grooming, and guarantees warranties. Each project includes: descriptive title, objective or purpose, value and scope, materials, equipment, and facilities, pre-project preparation, step-by-step description, and evaluation. VT 007 377 is a report of the same type of workshop conducted at Wisconsin University and VT 007 376 is a summary and final report of the development and evaluation of both workshops. (MM)

ED 023 932 08 VT 007 376

Samson, Harland E.
Regional Workshops in Project Development for Distributive Education Curricula. Final Report.

Spans Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-7-0467

Pub Date Dec 67

Grant-OEG-3-7-070467-3084

Note-44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors-*Curriculum Development, *Distributive Education, *Program Development, *Program Evaluation, *Project Training Methods, Student Projects, *Teacher Workshops

Two regional workshops were held to expedite development and improvement in the scope and quality of project training in distributive education. The activities center around the development of instructional projects for high school level distributive education students. Each workshop consisted of about 42 hours of formal instruction, 30 hours of preparation and reporting, plus pre- and post workshop organizing of project materials. A total of 52 experienced distributive education coordinators participated in developing 22 group projects and 52 individual projects which can be found in "Workshop Report: Distributive Education Project Development Workshop at Rutgers" (VT 007 375) and "Workshop Report: Distributive Education Project Development Workshop at the University of Wisconsin" (VT 007 377). This report contains a summary of the development and conduct of the project development workshops and the evalua-

tion of each workshop and subsequent dissemination success. A total of 19 recommendations are made by the project review committee relative to project development workshops. (MM)

ED 023 933 08 VT 007 377

Workshop Report: Distributive Education Project Development Workshop. (Wisconsin Univ., Madison, July 30-August 11, 1967).

Wisconsin Univ., Madison. School of Education. Spans Agency-Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No-BR-7-0467

Pub Date 67

Grant-OEG-3-7-070467-3084

Note-199p.

EDRS Price MF-\$1.00 HC-\$10.05

Descriptors-*Curriculum Development, *Distributive Education, Merchandising, Program Development, Program Evaluation, *Project Training Methods, Salesmanship, *Student Projects, *Teacher Workshops

This report of a 2-week workshop contains four papers presented by their authors, eight business presentations, and 1 group and 24 individual projects developed by the workshop participants. The papers pertain to project evaluation, project information, project training and distributive programs. The business presentations relate to new products, the consumer, store operations, retailing, convenience stores, direct sales, industrial distribution, and individual needs of youth. The group projects relate to: display, communication, educational requirements, employment opportunities, job application, style show, product information, advertising, management, and sales. Projects for individual students relate to: career decision (10), job performance (7), sales (6), advertising, and income tax. Each project includes: descriptive title, objective or purpose, nature and scope, materials, equipment, and facilities, pre-project preparation, step-by-step description, and evaluation. VT 007 375 is a report of the same type of workshop conducted at Rutgers, and VT 007 376 is a summary and final report of the development and evaluation of both workshops. (MM)

ED 023 934 08 VT 007 378

Loveless, E. E. Travis, Don
A Study of Vocational-Technical Education in the Churchill County, Nevada, School District.

Nevada Occupational Research Coordinating Unit, Reno.

Spans Agency-Office of Education (DHEW), Washington, D.C.

Bureau No-BR-6-2723

Pub Date Apr 68

Grant-OEG-4-6-062723-2214

Note-158p.

EDRS Price MF-\$0.75 HC-\$8.00

Descriptors-Dropouts, *Educational Needs, Employer Attitudes, Employment Opportunities, High School Graduates, High School Students, Parent Attitudes, Program Attitudes, Program Descriptions, Program Evaluation, Questionnaires, *School Districts, School Surveys, Student Attitudes, *Surveys, *Technical Education, *Vocational Education, Vocational Follow-up, Vocational Interests

Identifiers-Churchill County, Nevada

A descriptive study of vocational-technical education was conducted to determine (1) offerings presently available, (2) how the program is administered and conducted, (3) the objectives of present offerings, (4) which students benefit from a more complete program, and (5) the employment opportunities open to graduates. Tables present federal and state reimbursements for 1960-61 to 1967-68, and a summary chart shows program objectives, offerings, facilities, and student enrollments. Career interest forms were administered to 916 students in grades 7 through 12. Findings were: (1) A majority of career choices were made in grades 7, 8, and 9, (2) Students respected help and guidance of parents and would benefit from additional vocational guidance services, (3) Many students envisioned an immediate entry into work and into higher education, and (4) One-third of the students would attend a local vocational-technical school if offered the opportunity. The school dropout rate was determined to be 2.7 percent with about 15 percent being students of above average ability. It was recommended that: (1) occupational advisory committees be utilized, (2) the vocational guidance program be given increased

emphasis, (3) the work experience program be expanded, (4) in-depth followup of graduates and dropouts be initiated, and (5) additional effort be made in the adult education and post-high school areas. (DM)

ED 023 935 08 VT 007 414
Brandon, George L. And Others
Research Visibility. Post-Secondary and Adult Education.

American Vocational Association, Washington, D.C.

Bureau No-BR-7-0633

Pub Date Nov 68

Grant-OEG-2-7-070633-3021

Note-16p.

Journal Cit-American Vocational Journal; v43 n11 p49-64 Nov 1968

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors-*Adult Vocational Education, *Apprenticeships, *Bibliographies, Educational Research, *Post Secondary Education, Research Reviews (Publications), *Vocational Education

Ten reviews in this issue are organized under three topics. "Apprenticeship and Other In-Plant Training" reviews registered apprenticeship programs in Wisconsin and a European study of the training of maintenance workers. "Out-of-School Youths and Adults" reviews a case study of a Minnesota technical school, a research study which sought to identify common behavior factors in 84 occupations, and a study of student attributes associated with successful Manpower Development Training Act programs. "Post-Secondary Institutions and Programs" reviews guidelines for hospitality and law enforcement programs, a study comparing the effects of a job-oriented and a field-oriented program in mechanical technology, and a study comparing graduates and dropouts in a California junior college occupational program. In addition, "Plain Talk," a continuing column by the author, discusses the purposes of the column and the role of evaluation. The bibliography lists 20 additional items on the above three topics. (EM)

ED 023 936

VT 007 437

Abstracts of Instructional Materials in Vocational and Technical Education, Fall 1968.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 68

Note-185p.

Available from-The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43212 (\$2.75)

EDRS Price MF-\$0.75 HC-\$9.35

Descriptors-Agricultural Education, *Annotated Bibliographies, Business Education, Clearinghouses, Distributive Education, Health Occupations Education, Home Economics Education, Indexes (Locators), Industrial Arts, *Instructional Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

This quarterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It should be of particular interest to teachers, curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material, the setting for use of the material, and source of available copies. Abstracts are included under the following section: agricultural, business and office, distributive, health occupations, home economics, industrial arts, trade and industrial, general vocational and technical education, and other resources. An author index, document number index, and subject indexes are provided. Most of the documents which have not been announced in "Research in Education" are available as a separate microfiche set from the ERIC Document Reproduction Service (VT 007 238). Others are available from the source identified in the abstract. (EL)

ED 023 937

08

VT 007 438

Review and Synthesis of Research on the Economics of Vocational Education. Research Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Bureau No-BR-7-0158

Pub Date Nov 68

Grant-OEG-3-7-000158-2037

Note-62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors-Bibliographies, *Cost Effectiveness, *Economic Research, *Educational Benefits, Educational Planning, Educational Resources, Evaluation Methods, Models, *Research Reviews (Publications), Technical Education, *Vocational Education

Identifiers-Manpower Development and Training Act Programs, MDTA Programs

This publication is to introduce vocational education to research and writings on the economics of vocational-technical education. Research pertaining to cost-benefit and cost-effectiveness analysis of vocational education and manpower training programs is emphasized. Major sections are devoted to a review of research and writings pertaining to the theory and concepts of the economics of education, the methodological and conceptual problems involved in evaluating vocational-technical education programs using cost-benefit and cost-effectiveness models, results of cost benefit and cost effectiveness studies of public school vocational technical programs and manpower training programs, and the use of followup studies as a means of evaluating vocational-technical education programs. Other sections deal with studies of costs and returns from investment in rural technical schools, investment effects of education in agriculture, and the relationship between vocational education and students' propensity to drop out of school. The author's conclusions and recommendations are included. Of the 100 sources cited, the oldest was published in 1962 and most were published since 1966. (AUTHOR/ET) -

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